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ABSTRACT

This state-by-state profile of community colleges offers a brief overview, by state, of the following trends and statistics for the nation's 1,173 community colleges: (1) Number of public, tribal, and independent colleges in the state; (2) credit enrollment; (3) student characteristics; (4) average faculty salary; (5) full-time employees; (6) tuition and family income; (7) expenditures; and (8) sources of revenue. The report also offers a brief overview, by state, of the following trends and statistics for state demographics: (1) current and projected racial/ethnic percentages; (2) projected number of high school graduates; (3) educational attainment, 25 and older; (4) migration/immigration projections; and (5) rural/urban population. The report also offers trends and statistics for these state workforce issues: (1) highest paying occupations requiring some college/associate degree; (2) fastest growing occupations requiring some college/associate degree; (3) fastest declining occupations requiring some college/associate degree; (4) unemployment rate; (5) number of allied health workers employed; (6) gross state product; and (7) change in number of businesses 1995-2000. Also offers graphs and tables depicting per capita state and local appropriations for community college by state, average in-state tuition fees, median household incomes by state, percentages of population served by community colleges, highest educational attainment of people 25 and older, and statistics regarding 10 projected fastest growing occupations in the nation. (NB)

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6th Edition

STATE-BY-STATE PROFILE OF COMMUNITY COLLEGES

American
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of Community
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6th Edition

STATE-BY-STATE PROFILE

OF COMMUNITY COLLEGES

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The association represents 1,100 two-year, associate degree-granting institutions and more than 10 million students. AACC promotes community colleges through six strategic action areas: national and international recognition and advocacy, learning and accountability, leadership development, economic and workforce development, connectedness across AACC membership, and international and intercultural education. Information about AACC and community colleges may be found at www.aacc.nche.edu.

Text: Madeline Patton
Research: Kent A. Phillippe and Christopher Shults

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6th Edition

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OF COMMUNITY COLLEGES

American
Association
of Community
Colleges

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Washington, D.C.

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Preface

The State-by-State *Profile of Community Colleges*, 6th edition, presents an overview of trends and statistics pertaining to community colleges. The charts in the first section of the book offer a national view of population served, tuition and revenue data, popular degrees, and career fields. The state-by-state section provides detailed information on each of the 50 states. There is insufficient data to report for the Pacific Islands and Puerto Rico, and the District of Columbia has no community colleges. For each profile, a narrative, based on interviews with community college representatives at the state offices, summarizes the hot issues. Following each narrative are detailed statistics on student characteristics, tuition, faculty salaries, educational attainment, state demographics, and workforce-related issues of importance to community college leaders.

Although each state system is unique, the states often share common priorities and challenges. In particular, state budgetary constraints have had and will be having a major impact on the community college systems in most states. Wherever possible, we tried to capture the impact of these changes in the background text for each state; however, even as this publication goes to press, we hear about more steps various states are taking to deal with financial crises.

Despite the financial crises affecting most of the states, there are many signs of growth and excitement at the community colleges. There is evidence in the narratives of partnerships and innovative practices that continue to show the close working relationship between community colleges and the business communities within which they reside. The trend toward merging community and technical colleges continues, and efforts to move toward more seamless transfer of credits can also be seen.

The definition of a community college used by state and federal officials may differ from the definition used by The American Association of Community Colleges (see below); therefore, the number of community colleges and enrollment figures presented in the charts may differ from the count accepted by individual states. For this publication, data for branch campuses of university systems not separately reported on the Integrated Postsecondary Education Data System (IPEDS) are estimated in the totals based on a ratio of associate to baccalaureate degrees awarded. In some cases, numbers may not add up to 100% because of rounding. States sometimes provide information about public institutions only, and they may omit information about two-year colleges that are part of their four-year college and university programs. This distinction could affect the count for states such as Alaska, Ohio, and West Virginia, which have a large number of students enrolled in university systems.

AACC's Definition of *Community College*: an institution that is accredited (or undergoing accreditation) by one of the six regional accrediting bodies and primarily offers the associate degree as the highest degree. A community college may also be a campus that offers the associate degree as the highest award but is part of a regionally accredited, baccalaureate degree-granting institution.

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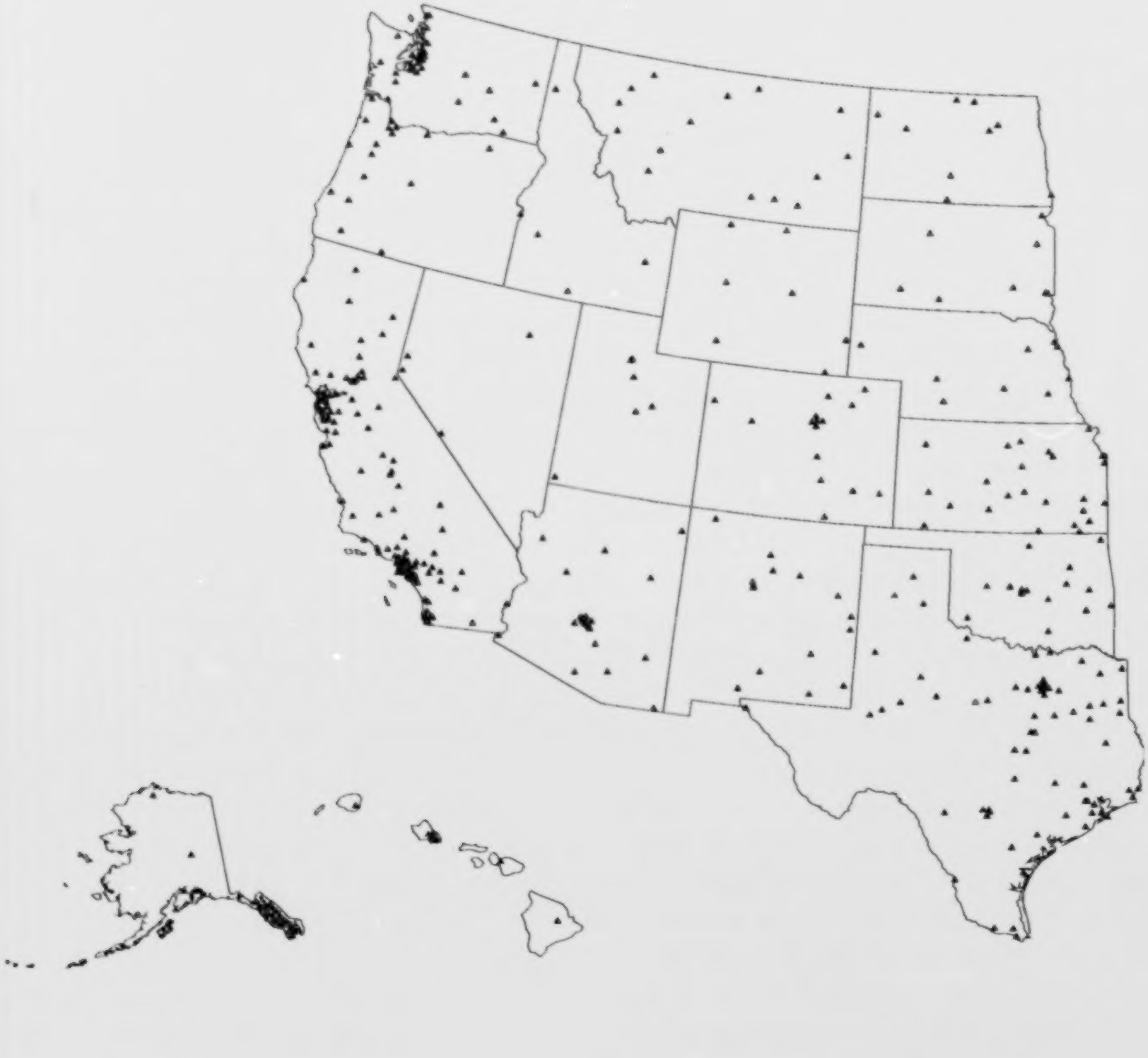
Number of Community Colleges: 2003

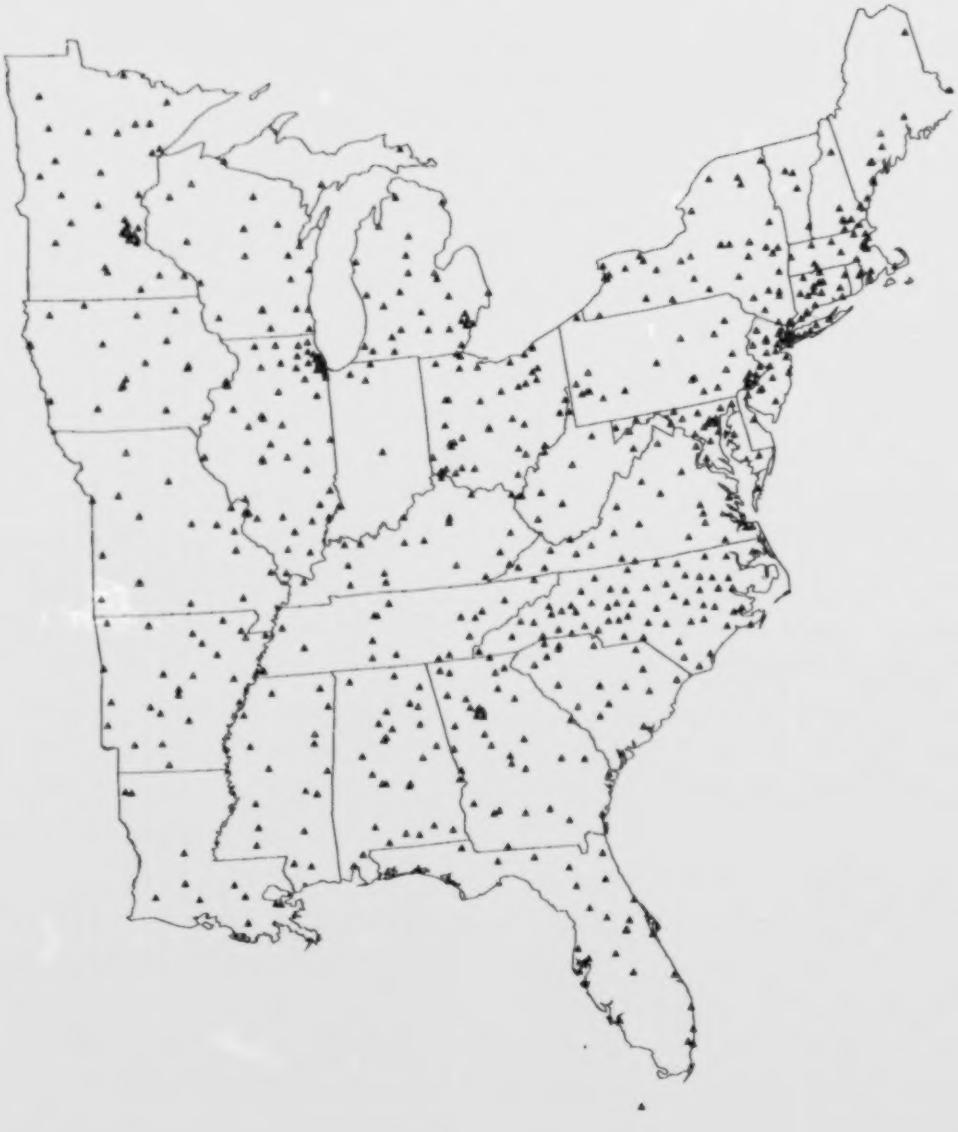
State	Public	Independent	Tribal	Total
Alabama	27	2	0	29
Alaska	5	0	0	5
Arizona	19	1	2	22
Arkansas	24	1	0	25
California	111	12	1	124
Colorado	15	0	0	15
Connecticut	12	5	0	17
Delaware	1	0	0	1
Florida	28	3	0	31
Georgia	34	5	0	39
Hawaii	7	2	0	9
Idaho	4	0	0	4
Illinois	49	9	0	58
Indiana	3	2	0	5
Iowa	15	5	0	20
Kansas	22	3	0	25
Kentucky	18	2	0	20
Louisiana	11	0	0	11
Maine	8	2	0	10
Maryland	18	1	0	19
Massachusetts	17	9	0	26
Michigan	28	2	2	32
Minnesota	29	3	3	35
Mississippi	16	1	0	17
Missouri	14	5	0	19
Montana	8	0	7	15
Nebraska	7	0	2	9
Nevada	4	1	0	5
New Hampshire	4	3	0	7
New Jersey	19	2	0	21
New Mexico	15	0	2	17
New York	44	18	0	62
North Carolina	58	3	0	61
North Dakota	5	0	5	10
Ohio	34	5	0	39
Oklahoma	15	0	0	15
Oregon	17	0	0	17
Pennsylvania	19	10	0	29
Rhode Island	1	1	0	2
South Carolina	17	2	0	19
South Dakota	4	1	4	9
Tennessee	13	5	0	18
Texas	66	6	0	72
Utah	5	1	0	6
Vermont	2	2	0	4
Virginia	24	2	0	26
Washington	33	1	1	35
West Virginia	12	1	0	13
Wisconsin	17	0	2	19
Wyoming	7	0	0	7
Territories[a]	12	6	0	18
Total	**997**	**145**	**31**	**1,173**

[a] Includes Puerto Rico, Guam, Palau, and Micronesia.

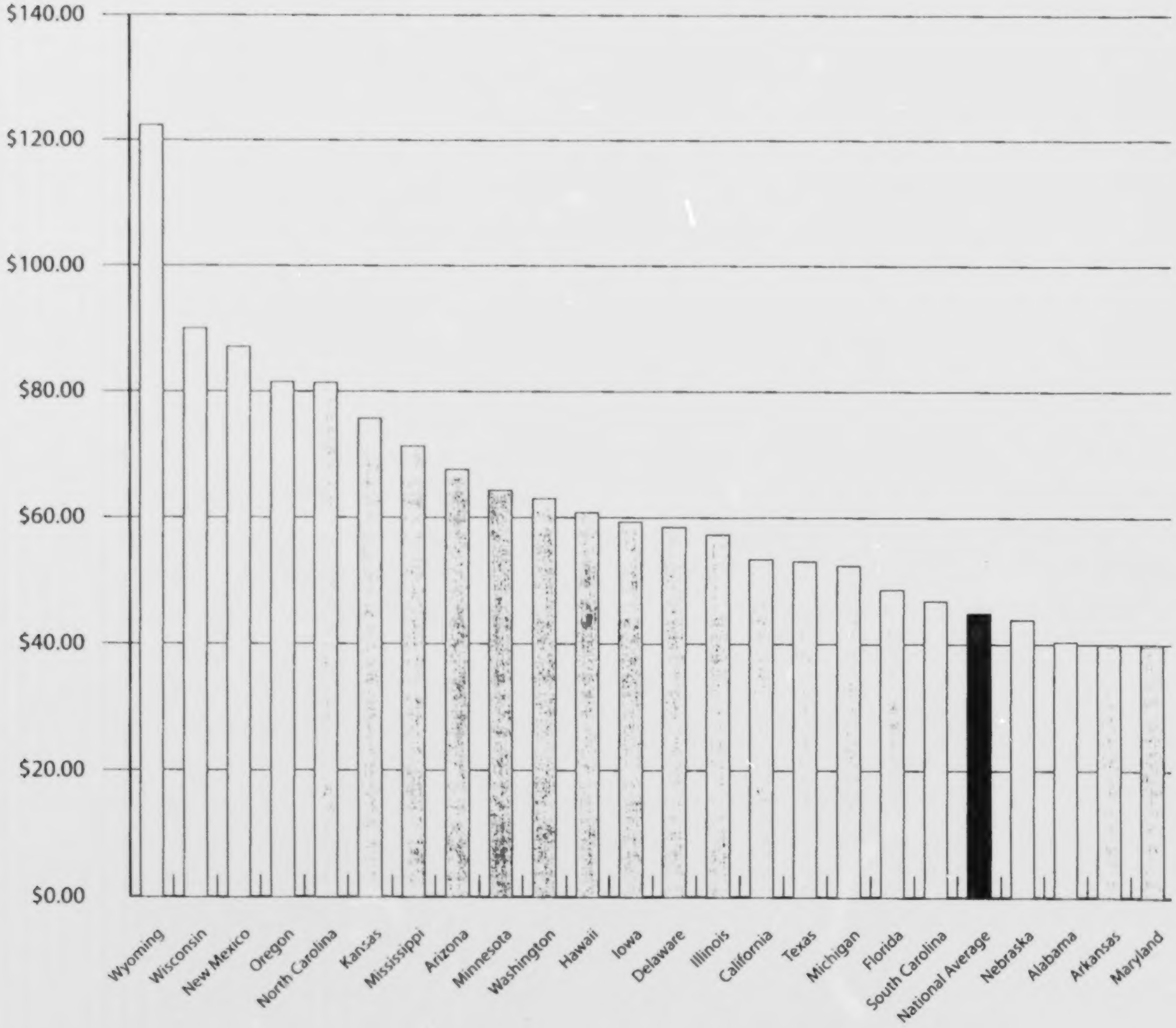
Source: American Association of Community Colleges (2003).

Location of Community Colleges: 2003





Per Capita State and Local Appropriations for Community Colleges by State: 1999–2000



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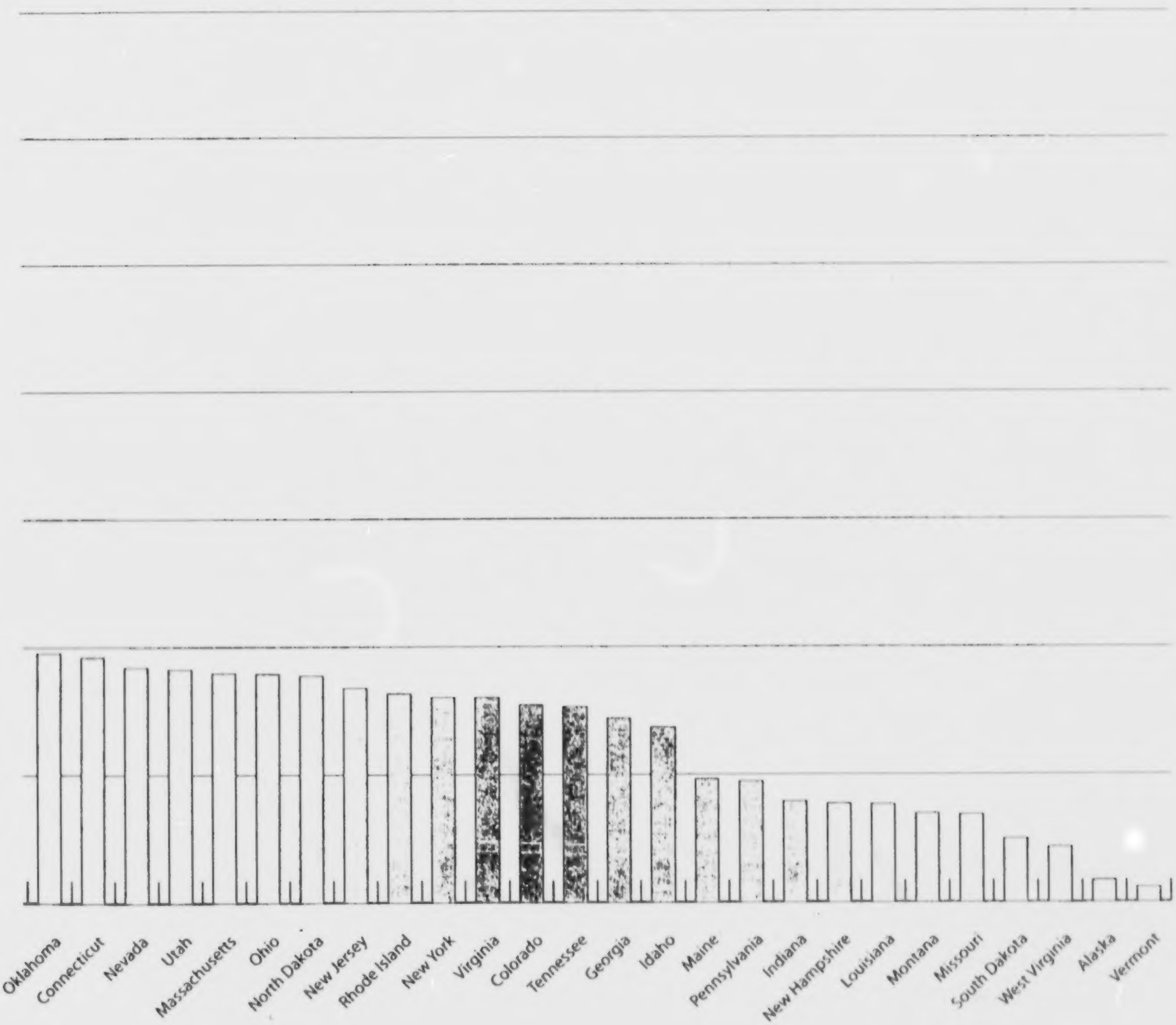
Source: National Center for Education Statistics (2003d).



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Average Full-Year In-State Tuition and Fees for Public Colleges: 2001

State	Community College	Four-year College
Alabama	$1,671	$7,338
Alaska	$2,088	$8,386
Arizona	$924	$7,872
Arkansas	$1,159	$6,789
California	$316	$9,592
Colorado	$1,655	$8,360
Connecticut	$1,867	$10,512
Delaware	$1,680	$10,290
Florida	$1,438	$7,944
Georgia	$1,374	$7,455
Hawaii	$1,067	$8,286
Idaho	$1,316	$6,763
Illinois	$1,534	$9,533
Indiana	$2,125	$9,232
Iowa	$2,149	$7,589
Kansas	$1,379	$6,650
Kentucky	$1,376	$6,921
Louisiana	$929	$6,304
Maine	$2,599	$9,361
Maryland	$2,271	$10,846
Massachusetts	$1,891	$9,206
Michigan	$1,739	$9,841
Minnesota	$2,512	$8,146
Mississippi	$1,134	$7,181
Missouri	$1,482	$8,201
Montana	$2,007	$7,607
Nebraska	$1,425	$7,335
Nevada	$1,371	$8,252
New Hampshire	$3,935	$11,717
New Jersey	$2,295	$11,998
New Mexico	$866	$7,085
New York	$2,557	$10,254
North Carolina	$891	$7,080
North Dakota	$1,903	$6,405
Ohio	$2,294	$10,449
Oklahoma	$1,250	$6,000
Oregon	$1,637	$9,397
Pennsylvania	$2,285	$11,087
Rhode Island	$1,806	$11,104
South Carolina	$1,466	$9,065
South Dakota	$2,861	$6,979
Tennessee	$1,441	$7,661
Texas	$931	$7,634
Utah	$1,563	$6,623
Vermont	$3,004	$12,836
Virginia	$1,132	$8,744
Washington	$1,745	$8,917
West Virginia	$1,667	$7,287
Wisconsin	$2,262	$7,385
Wyoming	$1,442	$7,017

Source: National Center for Education Statistics (2002a).

Median Household Income for a Family of Four: 2000

State	Income	Rank
Alabama	$51,451	42
Alaska	$66,874	12
Arizona	$55,663	35
Arkansas	$44,537	50
California	$63,206	19
Colorado	$66,624	14
Connecticut	$82,702	1
Delaware	$69,360	7
Florida	$55,351	36
Georgia	$59,489	24
Hawaii	$65,872	15
Idaho	$53,722	39
Illinois	$68,117	10
Indiana	$62,079	21
Iowa	$57,921	27
Kansas	$56,784	31
Kentucky	$51,249	43
Louisiana	$47,363	45
Maine	$56,186	33
Maryland	$77,562	4
Massachusetts	$78,025	3
Michigan	$68,740	8
Minnesota	$70,553	6
Mississippi	$46,331	47
Missouri	$61,173	22
Montana	$46,142	49
Nebraska	$57,040	30
Nevada	$59,614	23
New Hampshire	$71,661	5
New Jersey	$78,560	2
New Mexico	$47,314	46
New York	$64,520	17
North Carolina	$57,203	28
North Dakota	$53,140	41
Ohio	$62,251	20
Oklahoma	$48,459	44
Oregon	$58,315	26
Pennsylvania	$65,411	16
Rhode Island	$68,418	9
South Carolina	$56,294	32
South Dakota	$55,150	37
Tennessee	$54,899	38
Texas	$53,513	40
Utah	$57,043	29
Vermont	$59,125	25
Virginia	$68,054	11
Washington	$63,568	18
West Virginia	$46,270	48
Wisconsin	$66,725	13
Wyoming	$55,859	34

Source: U.S. Bureau of the Census (2002b).

Percentage of Population 18 or Older Served by a Community College: 1999–2000

	HEADCOUNT ENROLLMENT			PERCENTAGE OF POPULATION SERVED	
State	**Fall 2000**	**Full- year 1999-2000**	**Population 18 or older**	**Fall 2000**	**Full- year 1999-2000**
Alabama	76,282	113,232	3,321,984	2.3%	3.4%
Alaska	11,776	24,000	436,345	2.7%	5.5%
Arizona	182,253	334,833	3,765,884	4.8%	8.9%
Arkansas	44,922	67,709	1,994,356	2.3%	3.4%
California	1,484,841	2,411,573	24,624,688	6.0%	9.8%
Colorado	79,220	139,510	3,200,138	2.5%	4.4%
Connecticut	44,150	65,535	2,564,390	1.7%	2.6%
Delaware	12,218	18,452	589,267	2.1%	3.1%
Florida	344,119	520,003	12,338,396	2.8%	4.2%
Georgia	100,835	133,924	6,017,043	1.7%	2.2%
Hawaii	24,809	33,168	915,922	2.7%	3.6%
Idaho	22,895	29,296	925,176	2.5%	3.2%
Illinois	343,808	671,915	9,177,858	3.7%	7.3%
Indiana	66,869	97,436	4,505,639	1.5%	2.2%
Iowa	72,247	101,743	2,191,817	3.3%	4.6%
Kansas	71,117	122,061	1,975,987	3.6%	6.2%
Kentucky	54,173	70,579	3,047,494	1.8%	2.3%
Louisiana	32,981	46,820	3,248,946	1.0%	1.4%
Maine	12,727	17,467	974,041	1.3%	1.8%
Maryland	109,859	167,478	3,940,586	2.8%	4.3%
Massachusetts	86,105	122,157	4,850,710	1.8%	2.5%
Michigan	183,611	295,064	7,344,510	2.5%	4.0%
Minnesota	96,580	140,185	3,630,576	2.7%	3.9%
Mississippi	58,701	87,170	2,068,066	2.8%	4.2%
Missouri	82,699	125,748	4,168,432	2.0%	3.0%
Montana	9,903	15,608	672,135	1.5%	2.3%
Nebraska	36,104	74,685	1,261,201	2.9%	5.9%
Nevada	48,929	75,862	1,486,703	3.3%	5.1%
New Hampshire	15,115	19,777	926,840	1.6%	2.1%
New Jersey	132,063	183,111	6,327,591	2.1%	2.9%
New Mexico	51,654	88,759	1,309,713	3.9%	6.8%
New York	280,782	382,946	14,289,272	2.0%	2.7%
North Carolina	181,614	259,441	6,085,281	3.0%	4.3%
North Dakota	9,120	12,513	481,650	1.9%	2.6%
Ohio	169,857	244,385	8,469,442	2.0%	2.9%
Oklahoma	59,176	89,274	2,556,935	2.3%	3.5%
Oregon	85,508	162,142	2,576,313	3.3%	6.3%
Pennsylvania	128,455	191,027	9,358,163	1.4%	2.0%
Rhode Island	18,506	26,713	800,916	2.3%	3.3%
South Carolina	71,154	98,331	3,000,985	2.4%	3.3%
South Dakota	5,654	7,470	552,546	1.0%	1.4%
Tennessee	77,236	110,394	4,289,719	1.8%	2.6%
Texas	481,581	758,356	14,971,607	3.2%	5.1%
Utah	55,811	79,458	1,514,089	3.7%	5.2%
Vermont	6,235	6,462	461,491	1.4%	1.4%
Virginia	148,451	229,918	5,337,200	2.8%	4.3%
Washington	184,910	329,918	4,379,332	4.2%	7.5%
West Virginia	19,099	23,197	1,405,083	1.4%	1.7%
Wisconsin	99,632	158,317	3,995,938	2.5%	4.0%
Wyoming	17,149	26,546	364,905	4.7%	7.3%
Total	**6,093,495**	**9,611,668**	**208,693,301**	**2.9%**	**4.6%**

Source: National Center for Education Statistics (2003b); U.S. Bureau of the Census (2002a).

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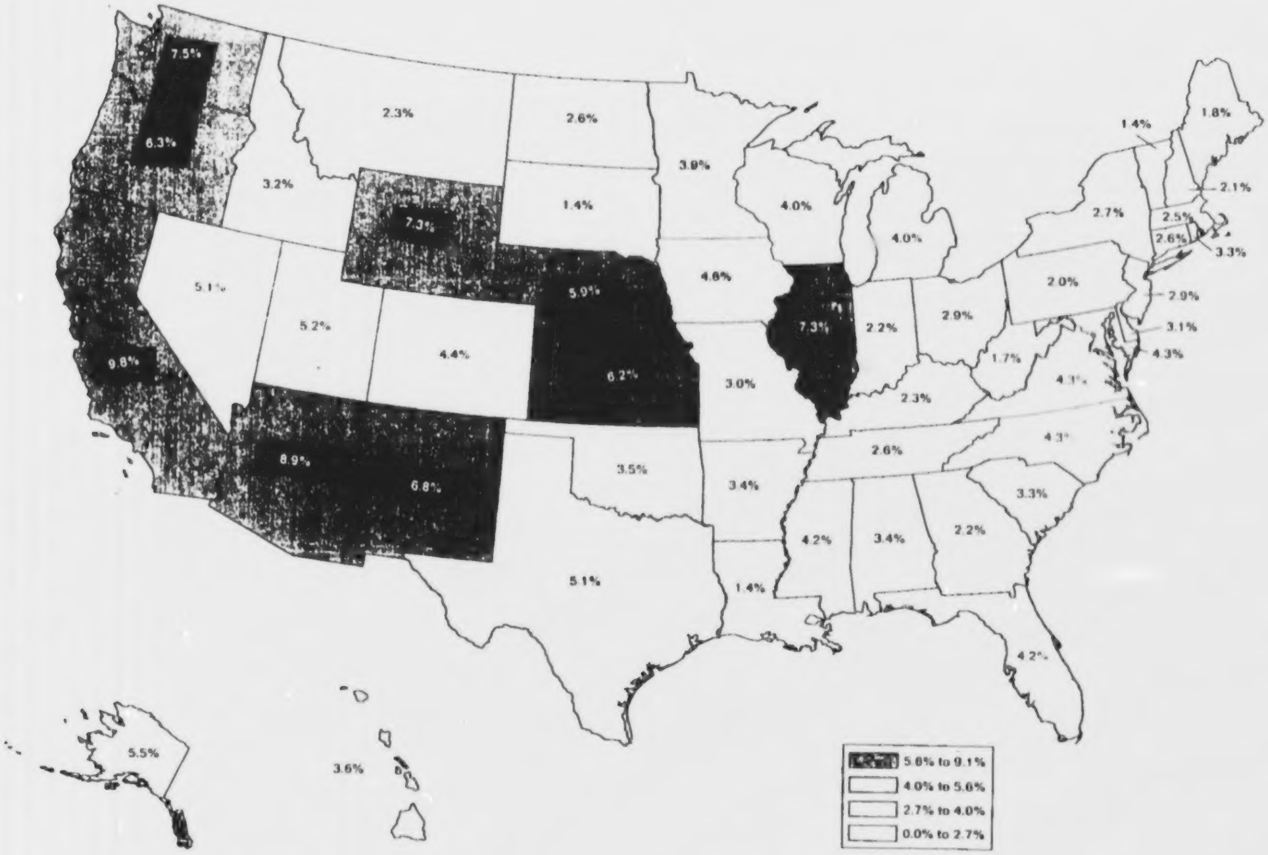
Percentage of Population 18 or Older Served by a Community College: 1999–2000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2.7% to 4.0%
0.0% to 2.7%

Source: National Center for Education Statistics (2003b); U.S. Bureau of the Census (2002a).

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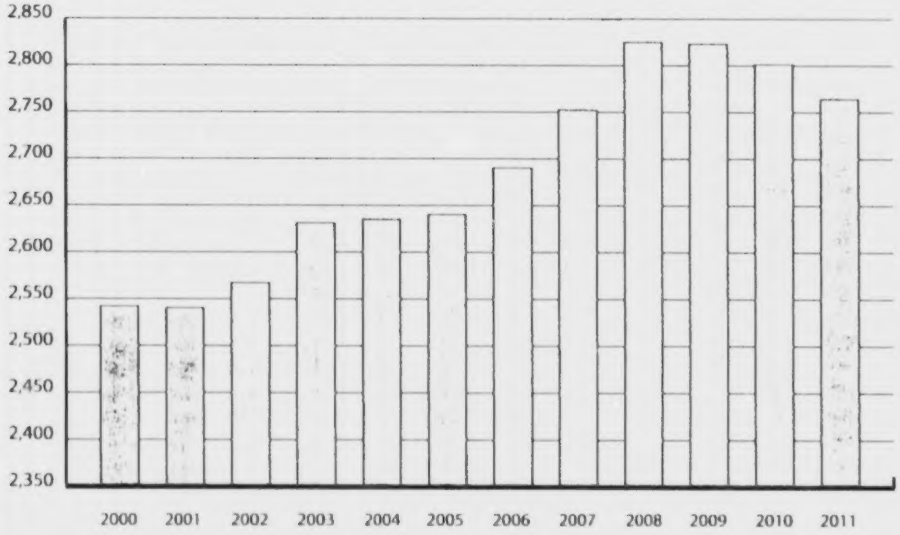
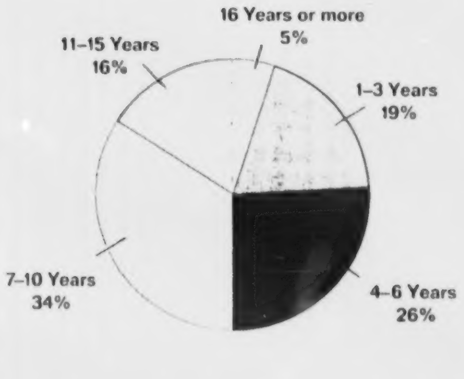
Projected Number of High School Graduates: 2000–2011 (in thousands)



Source: National Center for Education Statistics (2002b).

Years Until Retirement as Reported by Community College Presidents: 2001



Source: Shults (2001)

Percentage of Population 25 and Older Who Completed High School or Earned a Bachelor's Degree: 2000

State	People 25 and Older (thousands)	% Completed High School	Rank-HS	% Bachelor Degree or more	Rank-BA
Alabama	2,790	77.5%	50	20.4%	44
Alaska	359	90.4%	5	28.1%	13
Arizona	2,996	85.1%	31	24.6%	26
Arkansas	1,635	81.7%	41	18.4%	49
California	20,983	81.2%	43	27.5%	14
Colorado	2,640	89.7%	9	34.6%	2
Connecticut	2,231	88.2%	13	31.6%	6
Delaware	490	86.1%	25	24.0%	29
District of Columbia	346	83.2%	35	38.3%	1
Florida	10,156	84.0%	34	22.8%	37
Georgia	5,024	82.6%	38	23.1%	35
Hawaii	759	87.4%	17	26.3%	20
Idaho	759	86.2%	23	20.0%	45
Illinois	7,513	85.5%	29	27.1%	17
Indiana	3,893	84.6%	33	17.1%	50
Iowa	1,829	89.7%	10	25.5%	23
Kansas	1,624	88.1%	14	27.3%	15
Kentucky	2,543	78.7%	49	20.5%	43
Louisiana	2,641	80.8%	44	22.5%	40
Maine	847	89.3%	12	24.1%	28
Maryland	3,417	85.7%	27	32.3%	4
Massachusetts	4,075	85.1%	32	32.7%	3
Michigan	6,262	86.2%	24	23.0%	36
Minnesota	2,997	90.8%	3	31.2%	7
Mississippi	1,724	80.3%	45	18.7%	48
Missouri	3,500	86.6%	21	26.2%	21
Montana	563	89.6%	11	23.8%	31
Nebraska	1,019	90.4%	6	24.6%	24
Nevada	1,174	82.8%	37	19.3%	46
New Hampshire	796	88.1%	15	30.1%	8
New Jersey	5,380	87.3%	18	30.1%	9
New Mexico	1,098	82.2%	40	23.6%	33
New York	12,009	82.5%	39	28.7%	11
North Carolina	4,936	79.2%	47	23.2%	34
North Dakota	411	85.5%	30	22.6%	38
Ohio	7,240	87.0%	19	24.6%	25
Oklahoma	2,171	86.1%	26	22.5%	39
Oregon	2,201	88.1%	16	27.2%	16
Pennsylvania	7,788	85.7%	28	24.3%	27
Rhode Island	629	81.3%	42	26.4%	19
South Carolina	2,593	83.0%	36	19.0%	47
South Dakota	439	91.8%	1	25.7%	22
Tennessee	3,579	79.9%	46	22.0%	41
Texas	12,484	79.2%	48	23.9%	30
Utah	1,184	90.7%	4	26.4%	18
Vermont	390	90.0%	7	28.8%	10
Virginia	4,568	86.6%	22	31.9%	5
Washington	3,687	91.8%	2	28.6%	12
West Virginia	1,195	77.1%	51	15.3%	51
Wisconsin	3,352	86.7%	20	23.8%	32
Wyoming	311	90.0%	8	20.6%	42

Source: U.S. Bureau of the Census (2002c).

Educational Attainment of People 25 or Older, by Nativity: March 2002 (in thousands)

	NATIVITY OF PEOPLE 25 AND OLDER	EDUCATIONAL ATTAINMENT									
	Total	**None–4th grade**	**5th–8th grade**	**9th–11th grade**	**High school graduate**	**Some college, no degree**	**Associate degree**	**Bachelor's degree**	**Master's degree**	**Professional degree**	**Doctoral degree**
Total	182,142	2,902	9,668	16,378	58,456	30,991	15,051	32,282	11,487	2,737	2,190
U.S. born	156,352	1,156	5,775	13,557	51,943	28,380	13,674	27,900	9,915	2,320	1,732
Foreign born	25,790	1,746	3,893	2,821	6,513	2,611	1,376	4,381	1,572	417	458
U.S. Born											
Both parents U.S. born	142,052	980	5,101	12,159	47,501	25,963	12,602	25,331	8,909	1,992	1,514
One parent foreign born	14,300	176	674	1,398	4,442	2,417	1,072	2,569	1,005	327	218
Foreign Born											
Naturalized citizen	10,995	408	1,219	862	2,927	1,429	739	2,215	719	252	223
Not a citizen	14,795	1,338	2,674	1,959	3,586	1,182	637	2,166	853	165	235

	PERCENT OF TOTAL	PERCENT WITHIN NATIVITY									
		None–4th grade	**5th–8th grade**	**9th–11th grade**	**High school graduate**	**Some college, no degree**	**Associate degree**	**Bachelor's degree**	**Master's degree**	**Professional degree**	**Doctoral degree**
Total	100.0%	1.6%	5.3%	9.0%	32.1%	17.0%	8.3%	17.7%	6.3%	1.5%	1.2%
U.S. born	85.8%	0.7%	3.7%	8.7%	33.2%	18.2%	8.7%	17.8%	6.3%	1.5%	1.1%
Foreign born	14.2%	6.8%	15.1%	10.9%	25.3%	10.1%	5.3%	17.0%	6.1%	1.6%	1.8%
U.S. Born											
Both parents U.S. born	78.0%	0.7%	3.6%	8.6%	33.4%	18.3%	8.9%	17.8%	6.3%	1.4%	1.1%
One parent foreign born	7.9%	1.2%	4.7%	9.8%	31.1%	16.9%	7.5%	18.0%	7.0%	2.3%	1.5%
Foreign Born											
Naturalized citizen	6.0%	3.7%	11.1%	7.8%	26.6%	13.0%	6.7%	20.1%	6.5%	2.3%	2.0%
Not a citizen	8.1%	9.0%	18.1%	13.2%	24.2%	8.0%	4.3%	14.6%	5.8%	1.1%	1.6%

Source: U.S. Bureau of the Census (2002d).

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Highest Educational Attainment of People 25 and Older: 1992–2002 (in thousands)

Highest Level of Education	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**% Change 1992–2002**	**% Change 1997–2002**
None–Elementary 4	3,449	3,380	3,156	3,074	3,027	2,840	2,834	2,742	2,741	2,810	2,902	-15.9%	2.2%
Elementary 5–8	11,989	11,747	11,359	10,873	10,595	10,477	9,948	9,655	9,437	9,518	9,668	-19.4%	-7.7%
Elementary 9–11	17,672	17,067	16,925	16,566	17,102	17,211	16,776	16,443	15,675	16,279	16,378	-7.3%	-4.8%
High school graduate	57,864	57,589	58,516	56,450	56,559	57,586	58,714	57,935	58,086	58,272	58,456	1.0%	1.5%
Some college, no degree	26,044	27,095	28,554	29,355	29,540	29,367	29,638	30,102	30,753	31,441	30,991	19.0%	5.5%
Associate degree	9,479	10,356	11,460	11,894	12,171	12,407	12,868	13,074	13,692	14,840	15,051	58.8%	21.3%
Bachelor's degree	22,766	23,619	22,257	25,313	26,540	27,357	28,305	29,495	29,840	31,500	32,282	41.8%	18.0%
Master's degree	8,176	8,310	8,398	8,817	9,101	9,132	9,232	9,767	10,396	10,978	11,487	40.5%	25.8%
Professional degree	2,126	2,236	2,264	2,428	2,416	2,447	2,568	2,502	2,586	2,605	2,737	28.7%	11.9%
Doctoral degree	1,272	1,425	1,623	1,668	1,611	1,761	1,868	2,039	2,023	2,145	2,190	72.2%	24.4%
Total Number	**160,837**	**162,824**	**164,512**	**166,438**	**168,662**	**170,585**	**172,751**	**173,754**	**175,229**	**180,388**	**182,142**	**13.2%**	**6.8%**

Highest level of Education	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**% Change 1992–2002**	**% Change 1997–2002**
None–Elementary 4	2.1%	2.1%	1.9%	1.8%	1.8%	1.7%	1.6%	1.6%	1.6%	1.6%	1.6%	-25.7%	-4.3%
Elementary 5–8	7.5%	7.2%	6.9%	6.5%	6.3%	6.1%	5.8%	5.6%	5.4%	5.3%	5.3%	-28.8%	-13.6%
Elementary 9–11	11.0%	10.5%	10.3%	10.0%	10.1%	10.1%	9.7%	9.5%	8.9%	9.0%	9.0%	-18.2%	-10.9%
High school graduate	36.0%	35.4%	35.6%	33.9%	33.5%	33.8%	34.0%	33.3%	33.1%	32.3%	32.1%	-10.8%	-4.9%
Some college, no degree	16.2%	16.6%	17.4%	17.6%	17.5%	17.2%	17.2%	17.3%	17.6%	17.4%	17.0%	5.1%	-1.2%
Associate degree	5.9%	6.4%	7.0%	7.1%	7.2%	7.3%	7.4%	7.5%	7.8%	8.2%	8.3%	40.2%	13.6%
Bachelor's degree	14.2%	14.5%	13.5%	15.2%	15.7%	16.0%	16.4%	17.0%	17.0%	17.5%	17.7%	25.2%	10.5%
Master's degree	5.1%	5.1%	5.1%	5.3%	5.4%	5.4%	5.3%	5.6%	5.9%	6.1%	6.3%	24.1%	17.8%
Professional degree	1.3%	1.4%	1.4%	1.5%	1.4%	1.4%	1.5%	1.4%	1.5%	1.4%	1.5%	13.7%	4.8%
Doctoral degree	0.8%	0.9%	1.0%	1.0%	1.0%	1.0%	1.1%	1.2%	1.2%	1.2%	1.2%	52.0%	16.5%
Total Number	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**0.0%**	**0.0%**

Source: U.S. Bureau of the Census (2002e).

Median Earnings by Educational Attainment, Race, and Gender: 2001

	All	White, Non-Hispanic	Black, Non-Hispanic	Asian/Pacific Islander	Hispanic	Males	Females
Not a high school grad	$15,075	$15,195	$13,031	$15,292	$15,491	$17,800	$11,268
High school graduate, including GED	$22,187	$23,702	$20,032	$21,014	$19,323	$27,337	$17,692
Some college, no degree	$23,588	$24,432	$22,470	$21,095	$21,915	$30,231	$19,066
Associate degree	$30,693	$31,329	$28,175	$30,544	$26,266	$37,122	$25,075
Bachelor's degree	$39,635	$40,505	$35,974	$38,236	$32,195	$49,497	$32,059
Master's degree	$50,281	$50,512	$43,299	$60,617	$44,545	$61,704	$41,689
Professional degree	$76,278	$77,329	$65,178	$67,365	$51,524	$86,505	$50,132
Doctorate degree	$66,002	$67,542	$55,093	$63,956		$75,004	$51,627
Total	**$26,537**	**$29,318**	**$22,490**	**$29,126**	**$19,237**	**$31,820**	**$21,304**

Note. Figures are based on all workers with any earnings. An empty cell indicates that the base was too small to show a derived measure.

Source: U.S. Bureau of the Census (2002b).

Median Earnings by Educational Attainment: 1998–2001

CURRENT DOLLARS

Educational Attainment	1998	1999	2000	2001	% Change
Not a high school graduate	$12,378	$12,478	$14,094	$15,075	21.8%
High school graduate, including GED	$20,535	$20,888	$21,849	$22,187	8.0%
Some college, no degree	$21,146	$21,550	$22,707	$23,588	11.5%
Associate degree	$27,436	$27,477	$30,092	$30,693	11.9%
Bachelor's degree	$35,554	$36,512	$38,080	$39,635	11.5%
Master's degree	$43,898	$47,043	$48,114	$50,281	14.5%
Doctoral degree	$57,404	$62,135	$62,156	$66,002	15.0%
Professional degree	$64,593	$70,609	$72,944	$76,278	18.1%
Total	**$23,606**	**$24,513**	**$25,874**	**$26,537**	**12.4%**

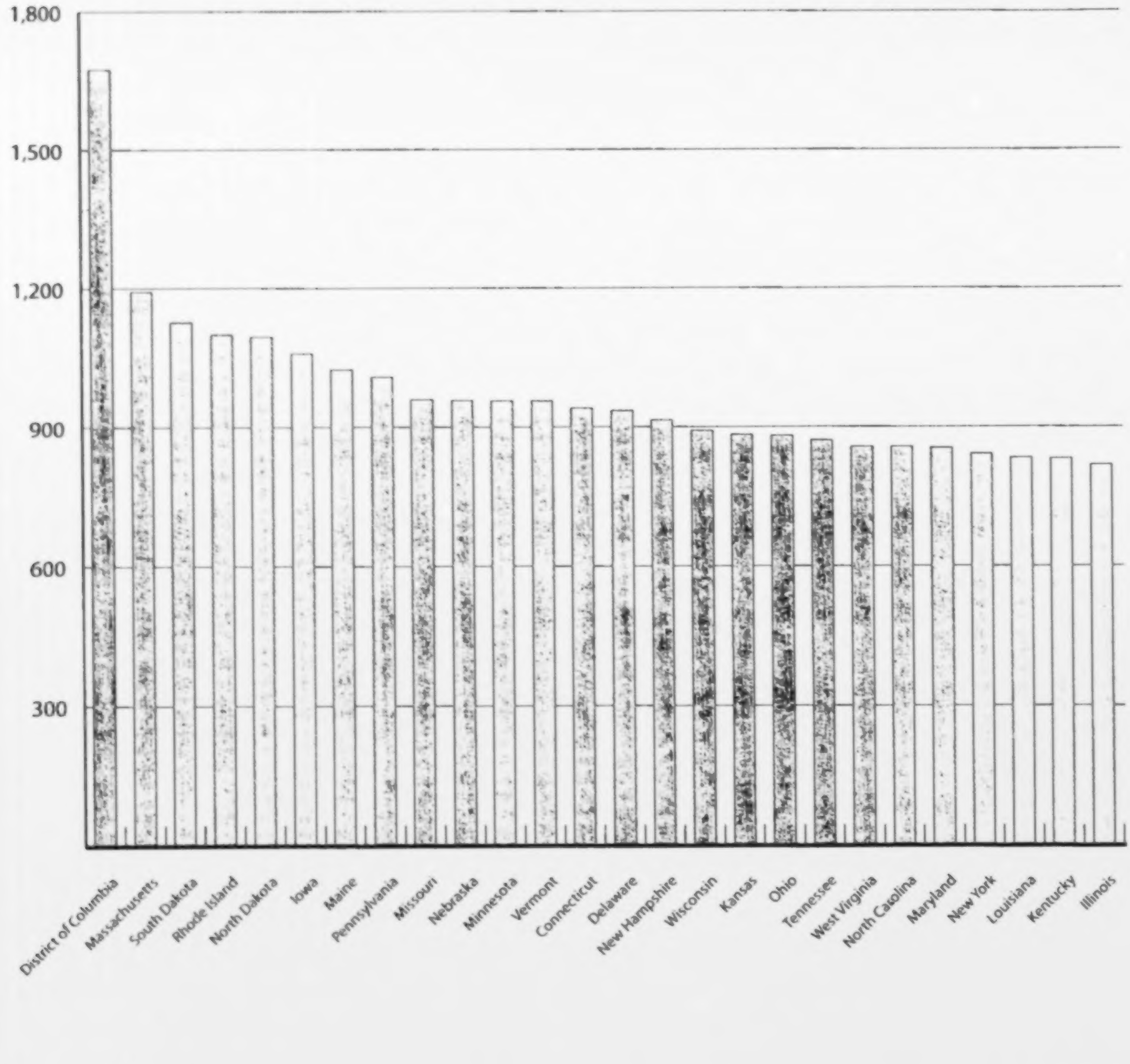
CONSTANT 2001 DOLLARS

Educational Attainment	1998	1999	2000	2001	% Change
Not a high school graduate	$13,449	$13,264	$14,495	$15,075	12.1%
High school graduate, including GED	$22,311	$22,204	$22,471	$22,187	-0.6%
Some college, no degree	$22,975	$22,908	$23,353	$23,588	2.7%
Associate degree	$29,809	$29,209	$30,948	$30,693	3.0%
Bachelor's degree	$38,630	$38,813	$39,164	$39,635	2.6%
Master's degree	$47,695	$50,008	$49,483	$50,281	5.4%
Doctoral degree	$62,370	$66,051	$63,925	$66,002	5.8%
Professional degree	$70,180	$75,059	$75,020	$76,278	8.7%
Total	**$25,648**	**$26,058**	**$26,610**	**$26,537**	**3.5%**

Note. Figures are based on all workers with any earnings.

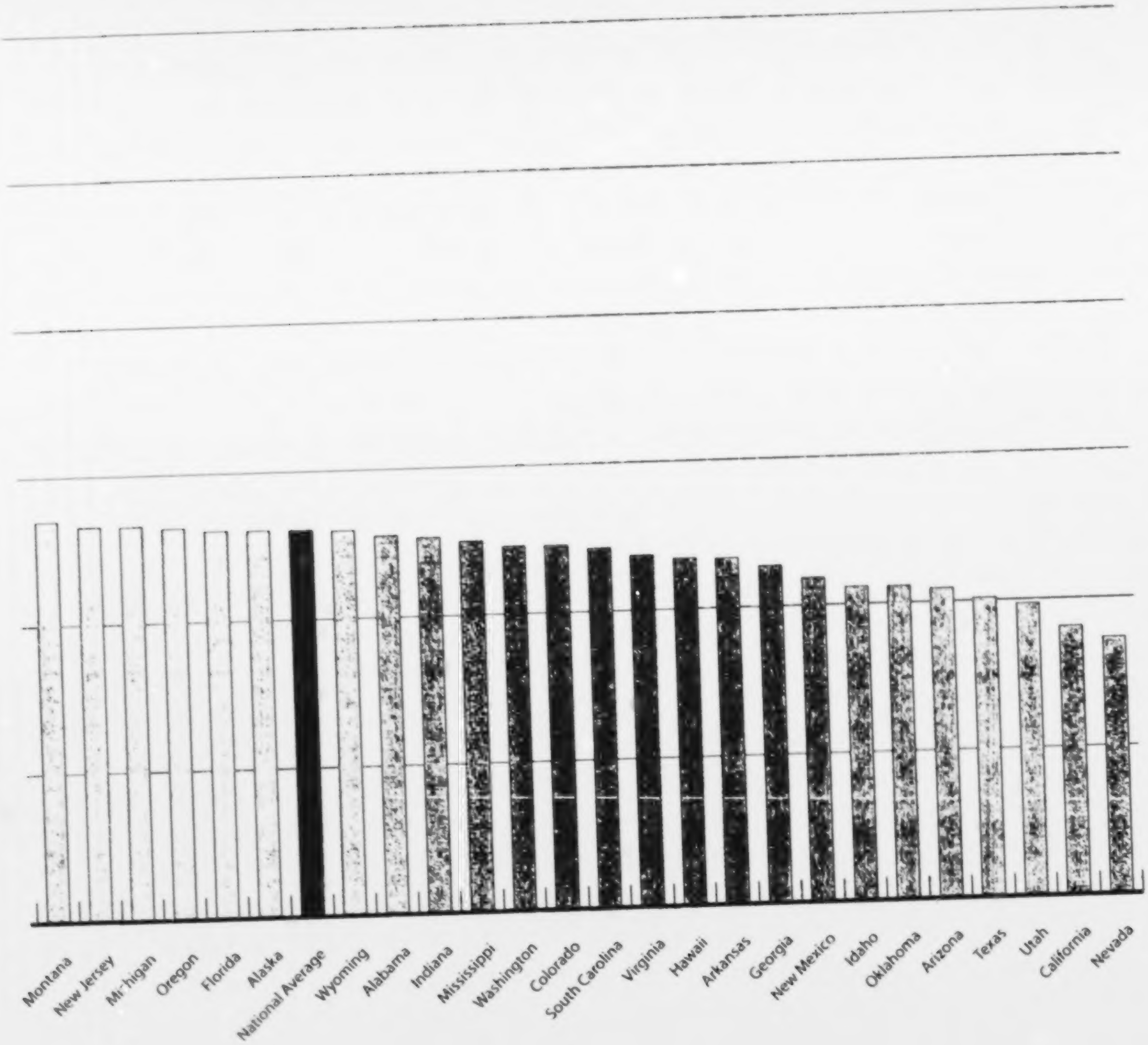
Source: U.S. Bureau of the Census (2002b).

Registered Nurses Per 100,000 Population by State: 1998



Note. Although the number of registered nurses employed in the workforce as a whole is higher than the national average in the majority of states, according to the American Hospital Association, more than one in seven hospitals report a vacancy rate of at least 20% for registered nurse positions.

Source: U.S. Bureau of Health Professions (1998).


Montana
New Jersey
Michigan
Oregon
Florida
Alaska
National Average
Wyoming
Alabama
Indiana
Mississippi
Washington
Colorado
South Carolina
Virginia
Hawaii
Arkansas
Georgia
New Mexico
Idaho
Oklahoma
Arizona
Texas
Utah
California
Nevada

Ten Largest Programs of Study of Two Years or Less at Title IV Postsecondary Institutions: 1999–2000

LEVEL OF AWARD	Total	Men	Percent of Total	Women	Percent
Less than one year					
Medical assistant	19,008	1,522	8.0%	17,486	92.0%
Nurse assistant and aide	16,106	1,577	9.8%	14,529	90.2%
Truck, bus and other commercial vehicle operator	12,436	10,903	87.7%	1,533	12.3%
Emergency medical technology	9,243	5,586	60.4%	3,657	39.6%
Business, general	7,873	2,110	26.8%	5,763	73.2%
Computer and information sciences, other	7,786	4,065	52.2%	3,721	47.8%
Data processing technologist	6,303	2,370	37.6%	3,933	62.4%
Administrative assistance/secretarial science, general	6,158	779	12.7%	5,379	87.3%
Cosmetic services, other	5,846	447	7.6%	5,399	92.4%
Computer and information sciences, general	5,243	2,569	49.0%	2,674	51.0%
At least 1 but less than 2 years					
Cosmetology	31,870	2,077	6.5%	29,793	93.5%
Practical nurse (LPN training)	27,291	2,036	7.5%	25,255	92.5%
Medical assistant	16,831	986	5.9%	15,845	94.1%
Auto and automotive mechanic and technical	9,556	9,166	95.9%	390	4.1%
Administrative assistant/secretarial science, general	7,834	707	9.0%	7,127	91.0%
Heating, air conditioning, and refrigerant	5,377	5,287	98.3%	90	1.7%
Computer and information sciences, other	4,897	2,684	54.8%	2,213	45.2%
Dental assistant	4,874	117	2.4%	4,757	97.6%
Computer programming	4,187	2,660	63.5%	1,527	36.5%
General office and clerical and typing services	3,902	661	16.9%	3,241	83.1%
Associate degrees					
Liberal arts and sciences/liberal studies	149,243	55,200	37.0%	94,043	63.0%
Nursing (RN training)	40,258	4,288	10.7%	35,970	89.3%
Business administration and management, general	24,894	8,805	35.4%	16,089	64.6%
General studies	24,118	9,301	38.6%	14,817	61.4%
Business, general	12,283	4,324	35.2%	7,959	64.8%
Administrative assistant/secretarial science, general	9,328	370	4.0%	8,958	96.0%
Electrical, electronic and communication engineering technology	8,510	7,646	89.8%	864	10.2%
Liberal arts and science, general studies and humanities, other	8,270	3,193	38.6%	5,077	61.4%
Electrical and electronic engineering-related technology	7,840	7,075	90.2%	765	9.8%
Biological and physical sciences	7,072	2,885	40.8%	4,187	59.2%

Source: National Center for Education Statistics (2003a).

10 Projected Fastest-Growing Occupations: 2000–2010

Occupation	EMPLOYMENT (in thousands)		Percent Change	Most significant source of education or training
	2000	2010		
Computer software engineers, applications	380	760	100	Bachelor's degree
Computer support specialists	506	996	97	Associate degree
Computer software engineers, systems software	317	601	90	Bachelor's degree
Network and computer systems administrators	226	416	82	Bachelor's degree
Network systems and data communications analysts	119	211	77	Bachelor's degree
Desktop publishers	38	63	67	Postsecondary vocational award
Database administrators	106	176	66	Bachelor's degree
Personal and home care aides	414	672	62	Short-term on-the-job training
Computer systems analysts	431	689	60	Bachelor's degree
Medical assistants	329	516	57	Moderate-term on-the-job training

Source: Hecker (2001).

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Alabama

The auto industry continues to energize economic development in Alabama and to create training opportunities for community colleges. Alabama community colleges have decreased in number as the result of an aggressive merger effort—offering transfer courses as well as career training. One college, J.F. Ingram State Technical College, is contained within a state prison. Another public two-year college, Athens State University, offers just junior- and senior-level courses. Athens State has added a bachelor of science in applied technology to its degree offerings to facilitate the transfer of AAS and AAT degree recipients from community colleges.

Six community colleges will offer training for people who will work at the new Hyundai facility or at one of the 20 suppliers expected to follow the Korean car company to the Montgomery area. Tax incentives and the free training community colleges provide during the startup phase of new facilities helped Alabama attract other automakers in the 1990s. Unfortunately, the state's longtime heavy industries—steel, textiles, pulp, and paper—have been reducing their workforces in recent years.

> The newly organized Adult Education and Skills Training Division within the Alabama two-year college system offers one-stop centers so those enrolled in basic skills programs have access to the colleges' advising and placement staffs.

In addition to the certificate-granting and noncredit programs that Alabama community colleges provide to automakers, the colleges have formally become the providers of adult basic education and GED classes. Previously, the colleges offered these classes as subcontractors to another state department.

The newly organized Adult Education and Skills Training Division within the Alabama two-year college system offers one-stop centers so those enrolled in basic skills programs have access to the colleges' advising and placement staffs. It is hoped that this new division will make continuing education more accessible and will help solve the state's literacy problem. Fifty-seven percent of Alabama's adults function at or below Level 2 literacy, which means they lack the reading skills needed to follow cookbook directions.

The community colleges and other state agencies are paying particular attention to the Black Belt, the southwestern corner of the state that borders Mississippi and the Delta in Arkansas. It has rich soil for cotton, but most farmers there own too little land to make a profit. The Fast Track pilot project involves all three states in the effort to address the educational and social service needs of the region's residents. It also may help attract new industries and federal funds.

With the exception of the Fast Track project, progress in the community colleges has been accomplished without additional funding. Their budgets have been hit repeatedly by prorations, or cuts to base funding during a current operating year, that become the starting point for the next budget's formulations. The cumulative effect of the proration process over the last 10 years has been a 20% reduction in state support.

Emergency planning became a priority for the colleges after several false reports of pathogens on campuses. College-sponsored international travel programs have been curtailed.

Community Colleges

Number of Colleges

Public	27
Independent	2
Tribal	0

Credit Enrollment

Fall 1998	66,324
Fall 2001	76,282
Full-year 2000–2001	113,232
% of population served	3.4%

Student Characteristics

Gender	
Male	41.5%
Female	58.5%
Attendance status	
Full-time	54.9%
Part-time	45.4%
Race/ethnicity	
African American	25.5%
Asian/Pacific	0.8%
Hispanic	0.8%
Native American	1.0%
% minority	*28.1%*
White	70.1%
Other	1.8%

Age	Part-time	Full-time
17 & younger	5.3%	0.6%
18 to 21	27.6%	60.8%
22 to 29	31.5%	20.2%
30 to 39	19.4%	10.2%
40 & older	16.2%	8.1%

Average Faculty Salary

Public 2-year	$42,277
Public 4-year	$49,326
Independent 2-year	$27,057
Independent 4-year	$40,657

Full-Time Employees

	#	% newly hired
Faculty	1,660	2.5%
Executive/management	257	0%
Other administrators	55	0%
Other professionals	682	4%
All staff	4,217	4.4%

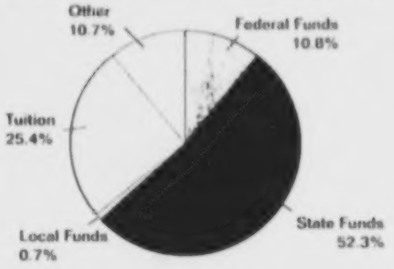
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,671
Public 4-year	$7,338
Median income, family of 4	$51,451
Tuition as a % of family income	
Public 2-year	3.2%
Public 4-year	14.3%

Expenditures

Total	$443,648,029
Student-related	73.5%
Instructional	*37.9%*
Non-student	26.5%

Sources of Revenue for FY 2000/2001

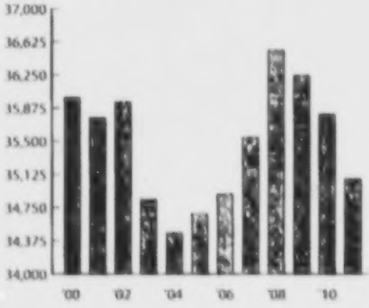


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	25.5%	25.5%
Asian/Pacific	0.7%	0.9%
Hispanic	0.8%	1.0%
Native American	0.4%	0.4%
% minority	*27.4%*	*27.7%*
White	72.6%	72.3%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	77.5%	50
Bachelor's degree	20.4%	44

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	220,778	9
Net international	26,079	33

Rural/Urban Population

% in metropolitan area	67.3%
% in nonmetropolitan area	32.7%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Chemical techs	$53,000
Computer specialists, misc	$48,100
Radiation therapists	$46,200
Electrical/electronics repairers, powerhouse, substation, relay	$45,300
Aerospace engineering techs	$42,700

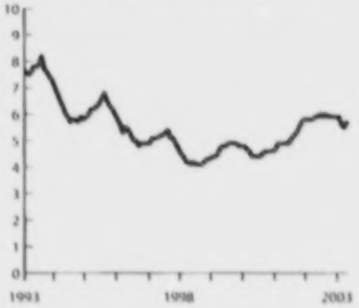
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	4,100	102%
Paralegals/legal assistants	1,150	66%
Medical records, health info techs	1,600	54%
Physical therapy assistants/aides	1,350	47%
Psychiatric techs	1,200	46%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Station installers, repairers—telephone	300	-26%
Radio mechanics	50	-5%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	766	782
LPNs	354	249
EMTs	51	54
Dental hygienists	53	52
Radiation techs	64	58
Lab techs	101	105
Respiratory techs	36	31

Gross State Product (in billions)

Amount	$119.9
National rank	25

Change in Number of Businesses 1995–2000

#	3,764
% change	3.9%

Alaska

The colleges that offer associate degrees in the most remote regions of the continent have eclectic organizations influenced by the rugged and vast areas where the people they serve live. One of the most unusual postsecondary institutions in the nation is Ilisgavik College in Barrow, the northernmost city on the continent. Ilisgavik is a public, nonprofit college governed by the trustees of the North Slope Borough. It provides academic, vocational, and technical postsecondary education services immersed in the rich culture of the Inupiat, the native people of the Arctic Slope. Until the oil pipeline was installed, most Inupiat subsisted on hunting and fishing.

> Ilisgavik College provides academic, vocational, and technical postsecondary education services immersed in the rich culture of the Inupiat, the native people of the Arctic Slope.

In recent years, the college has used National Science Foundation and Working Connections grants to develop an Information Technology Resource Center and mobile networking lab that delivers IT curricula to scattered villages.

Prince William Sound Community College is an independently accredited public community college in Valdez, affiliated with the University of Alaska system. It offers a wide variety of community college courses, including a full slate of IT classes and certifications. It recently added an associate in arts degree with a concentration in theater and a program for certified nursing assistants. The college's administrators are exploring a partnership with the University of Alaska-Anchorage (UAA) for an LPN and RN program. The community college and university have worked for several years to train replacements for retiring Alaska pipeline workers.

Associate degree programs are also offered through the three main campuses of the University of Alaska system: Anchorage, Fairbanks, and Juneau. UAA has three extended colleges: Kenai Peninsula College in Kenai-Soldotna, Kodiak College in Kodiak, and Matanuska-Susitna College in Palmer.

The University of Alaska-Fairbanks uses its College of Rural Alaska to serve 160 primarily Native American communities in an arctic, subarctic and coastal territory that covers nearly two-thirds of the state.

UAA also offers associate degree courses at Eielson Air Force Base, Elmendorf Air Force Base, Fort Richardson Army Base, and Fort Wainwright Army Base. Civilian enrollments in base classes have decreased dramatically since September 11, 2001. Tighter security has made entering bases, even with student passes, a time-consuming process.

UAA is using a $1.8 million gift from the state's five largest health care providers to expand nursing education programs. The number of two-year nursing graduates will double from 100 to 200 at UAA because of the extra support and clinical sites offered by the health care providers. A task force of industry professionals and nursing educators recommended the use of dispersed clinical sites for training. The new funding also will expand course delivery to seven distant sites and use online courses to reach students in even small communities.

UAA has added radiographic, laboratory, and pharmacy technician programs to meet the demand for allied health workers.

Community Colleges

Number of Colleges

Public	5
Independent	0
Tribal	0

Credit Enrollment

Fall 1998	11,709
Fall 2001	11,776
Full-year 2000–2001	24,000
% of population served	5.5%

Student Characteristics

Gender		
Male		39.9%
Female		60.1%
Attendance status		
Full-time		38.1%
Part-time		61.9%
Race/ethnicity		
African American		3.1%
Asian/Pacific		3.8%
Hispanic		3.1%
Native American		12.8%
% minority		*22.8%*
White		67.7%
Other		9.5%
Age	Part-time	Full-time
17 & younger	7.6%	1.6%
18 to 21	12.5%	48.3%
22 to 29	22.8%	31.3%
30 to 39	23.0%	10.9%
40 & older	34.1%	7.9%

Average Faculty Salary

Public 2-year	$60,021
Public 4-year	$52,387
Independent 2-year	—
Independent 4-year	$39,696

Full-Time Employees

	#	% newly hired
Faculty	1,084	11.6%
Executive management	152	2.6%
Other administrators	19	—
Other professionals	924	7%
All staff	3,595	9.6%

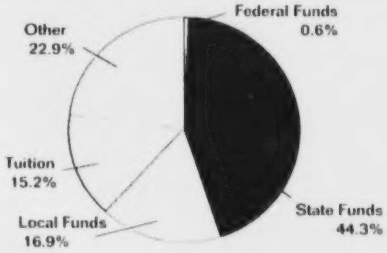
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$2,088
Public 4-year	$8,386
Median income, family of 4	$66,874
Tuition as a % of family income	
Public 2-year	3.1%
Public 4-year	12.5%

Expenditures

Total	$154,335,646
Student-related	51.4%
Instructional	*32%*
Non-student	48.6%

Sources of Revenue for FY 2000/2001

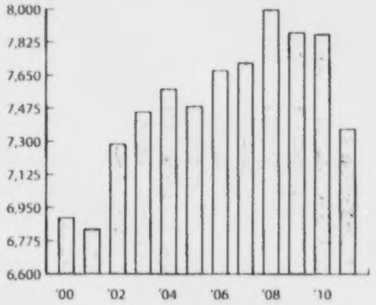


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	4.1%	4.1%
Asian/Pacific	6.8%	12.6%
Hispanic	4.6%	5.6%
Native American	13.9%	12.3%
% minority	*29.4%*	*34.6%*
White	70.6%	65.4%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	90.4%	5
Bachelor's degree	28.1%	13

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	-74,197	40
Net international	21,280	36

Rural/Urban Population

% in metropolitan area	41.5%
% in nonmetropolitan area	58.5%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Dental hygienists	$81,400
Mechanical engineering techs	$72,200
Electric motor, power tool repairers	$66,100
Electrical/electronics repairers, powerhouse, substation, relay	$65,100
Electrical/electronics repairers, commercial/industrial	$62,900

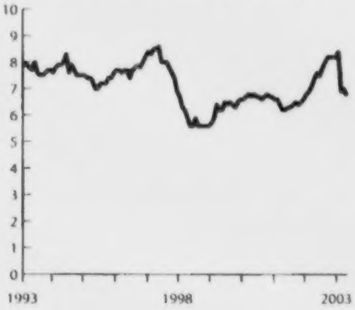
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Respiratory therapists	100	97%
Surgical techs	100	81%
Computer support specialists	750	73%
Dental hygienists	400	67%
Physical therapy assistants/aides	50	66%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Station installers, repairers—telephone	100	-29%
Barbers	150	-20%
Legal secretaries	400	0%
Photographers	250	0%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	784	782
LPNs	99	249
EMTs	41	54
Dental hygienists	68	52
Radiation techs	34	58
Lab techs	76	105
Respiratory techs	18	31

Gross State Product (in billions)

Amount	$27.8
National rank	45

Change in Number of Businesses 1995–2000

#	1,237
% change	7.2%

Arizona

Sweeping changes in governance shifted most of the powers previously held by the Arizona State Board of Directors of Community Colleges to the state's 10 community college districts. The community college districts now each set their own fees and tuition, receive state funds directly, and determine their curricula without oversight from the state board. Property deeds, previously held by the board, were transferred to the community college districts, which historically purchased land and maintained community college facilities but did not hold the property deeds.

The state pledged $25 million over five years to bring the biotech firm International Genomics Consortium to downtown Phoenix.

The governance changes were contained in the state budget for FY2003, which also significantly reduced funding for the governor-appointed, volunteer board of directors. With funding for a staff of 2, rather than 13, the board's office became an information clearinghouse that reports to the governor.

Community college districts are governed by locally elected trustees. Two of the districts are in urban areas, and eight are in rural areas. Two tribal colleges and one independent community college also offer courses at multiple sites in Arizona.

The public community colleges shared in the financial cuts that Arizona legislators instituted because of revenue shortfalls. Some colleges have raised tuition to offset diminished state funding. Pima and the Maricopa community college districts, in the state's metropolitan areas, are in the strongest financial position because of significant tax revenue from growth.

In addition to their direct allocations, some community colleges are vulnerable to cuts in the state corrections budget. Seven out of the 10 community college districts have contracts with the prison system to provide postsecondary education to inmates. If funding of these educational services is curtailed, it will adversely affect these community colleges. Natural calamities such as wildfires and water shortages have threatened some community colleges.

All of Arizona's community colleges are involved in teacher preparation programs. Many offer post-baccalaureate certification programs, which are being aggressively marketed to deal with the statewide shortage of teachers. Community colleges are also offering the two years of training now required for K–12 paraprofessionals. They are also addressing the nursing shortage with several initiatives.

Community colleges could become more involved in training for biotechnology and pharmaceutical companies if the state succeeds in attracting the International Genomics Consortium (IGC). The state pledged $25 million over five years to bring the biotech firm, which conducts genetic analyses, to downtown Phoenix. In its bid, the state offered to create the Arizona Biosciences and Biomedical Institutes, which would utilize the resources of the state's higher education system in research relevant to IGC.

Community Colleges

Number of Colleges	
Public	19
Independent	1
Tribal	2

Credit Enrollment	
Fall 1998	161,563
Fall 2001	182,253
Full-year 2000–2001	334,833
% of population served	8.9%

Student Characteristics		
Gender		
Male		42.6%
Female		57.4%
Attendance status		
Full-time		22.5%
Part-time		77.5%
Race/ethnicity		
African American		3.6%
Asian/Pacific		2.8%
Hispanic		19.3%
Native American		3.9%
% minority		*29.6%*
White		59.9%
Other		10.5%
Age	Part-time	Full-time
17 & younger	10.5%	3.6%
18 to 21	21.1%	62.5%
22 to 29	24.3%	21.2%
30 to 39	18.0%	7.6%
40 & older	26.2%	5.1%

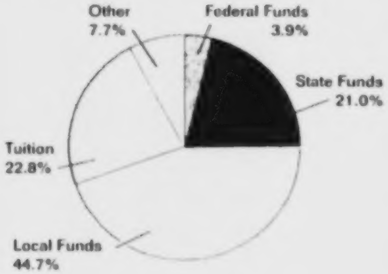
Average Faculty Salary	
Public 2-year	$51,576
Public 4-year	$59,163
Independent 2-year	—
Independent 4-year	$45,043

Full-Time Employees	#	% newly hired
Faculty	2,270	12.8%
Executive/management	511	3.1%
Other administrators	89	3.4%
Other professionals	1,030	7.9%
All staff	6,265	10.4%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$924
Public 4-year	$7,872
Median income, family of 4	$55,663
Tuition as a % of family income	
Public 2-year	1.7%
Public 4-year	14.1%

Expenditures	
Total	$582,126,476
Student-related	73.3%
Instructional	*43.5%*
Non-student	26.7%

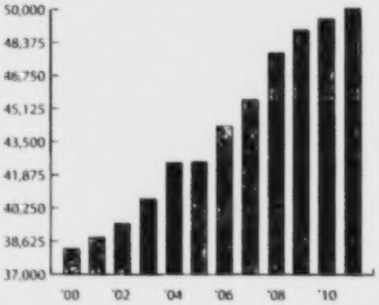
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	3.1%	3.2%
Asian/Pacific	1.9%	2.2%
Hispanic	22.3%	26.3%
Native American	4.8%	4.6%
% minority	*32.2%*	*36.3%*
White	67.8%	63.7%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	85.1%	31
Bachelor's degree	24.6%	26

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	312,298	7
Net international	104,395	15

Rural/Urban Population	
% in metropolitan area	86.0%
% in nonmetropolitan area	14.0%

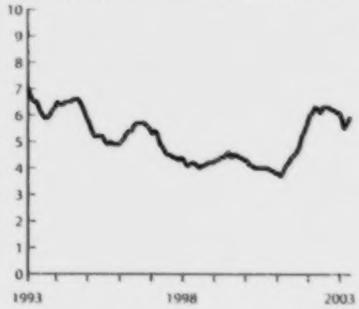
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Electrical/electronics repairers, powerhouse, substation, relay	$52,800
Aerospace engineering techs	$52,000
Dental hygienists	$51,000
Diagnostic medical sonographers	$49,800
Computer specialists, misc	$48,900

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	8,100	121%
Respiratory therapists	1,350	62%
Physical therapy assistants/aides	1,650	60%
Dental hygienists	2,500	57%
Cardiovascular techs	350	56%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Manicurists	600	-28%
Station installers, repairers—telephone	200	-20%
Barbers	600	-3%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	628	782
LPNs	185	249
EMTs	41	54
Dental hygienists	54	52
Radiation techs	55	58
Lab techs	140	105
Respiratory techs	30	31

Gross State Product (in billions)	
Amount	$156.3
National rank	23

Change in Number of Businesses 1995–2000	
#	15,221
% change	15.3%

Arkansas

Arkansas community colleges are contending with growing enrollments and decreasing state financial support. Statewide, enrollment grew from 20,000 in 1991 to 43,000 in 2001. At the same time, the rate of high school graduates going directly to college increased from 37% to 58%. Full-time equivalent student enrollment grew by 21% from 1998 to 2002, while overall funding dropped by 4.1%. State funding was cut twice in FY2003 alone.

The 22 two-year colleges have responded in various ways, including closing programs, laying off staff, and increasing tuition. In some instances, colleges and universities have consolidated programs, such as nursing, to preserve their availability to students and communities.

The state's newest two-year colleges—its 14 technical colleges—are most vulnerable, because a large portion of their funds come from Workforce 2000, a 0.5% income tax on businesses with annual profits in excess of $100,000. As business income dropped during the recession, so did tax collections. At its peak, this tax generated $12 million for the technical colleges, which were converted from technical institutes in 1991. By FY2002, income from this fund had dropped to $7 million. Discussions on a performance-based funding formula continue, but such a formula has not been implemented.

> Colleges and universities have consolidated programs, such as nursing, to preserve their availability to students and communities.

Leaders of the Arkansas Association of Two-Year Colleges may join a lawsuit to address academic and financial equity issues at public elementary and secondary schools, and equity issues may be on the agenda when the legislature reconvenes in September 2003. The legislature also is considering imposing a higher cigarette tax to generate an estimated $15 million a year for two-year colleges.

Despite the fiscal challenges, the two-year colleges in Arkansas have started a new Associate of Arts in Teaching degree, a two-year transfer degree to introduce students to the teaching profession and qualify graduates as paraprofessionals. The program's two strands are middle school math and science, and language arts and social studies, with academic requirements and courses that match the introductory courses for education majors at the state's universities.

The Arkansas Association of Two-Year Colleges is leading an effort to develop a statewide strategic plan for all the colleges. The state chamber of commerce and various government agencies are involved in developing a plan for greater cooperation among the two-year colleges, which all come under the purview of the Arkansas Department of Higher Education but are governed by local boards of trustees.

Westark College became the University of Arkansas at Fort Smith, offering bachelor's degrees. Garland County Community College is merging with Quabaw Technical Institute, a postsecondary institute that has been part of the State Department of Workforce Education, and a merger between Arkansas State University-Beebe and Foothills Technical College at Searcy is also under consideration.

Community Colleges

Number of Colleges

Public	24
Independent	1
Tribal	0

Credit Enrollment

Fall 1998	41,686
Fall 2001	44,922
Full-year 2000–2001	67,709
% of population served	3.4%

Student Characteristics

	Part-time	Full-time
Gender		
Male		38.1%
Female		61.9%
Attendance status		
Full-time		47.3%
Part-time		52.7%
Race/ethnicity		
African American		16.7%
Asian/Pacific		1.2%
Hispanic		1.7%
Native American		1.0%
% minority		*20.6%*
White		78.4%
Other		1.0%
Age	Part-time	Full-time
17 & younger	13.7%	3.5%
18 to 21	21.1%	54.1%
22 to 29	25.4%	23.4%
30 to 39	20.0%	12.2%
40 & older	19.8%	6.8%

Average Faculty Salary

Public 2-year	$33,823
Public 4-year	$45,677
Independent 2-year	$24,607
Independent 4-year	$40,076

Full-Time Employees

	#	% newly hired
Faculty	2,032	9.6%
Executive/management	350	2%
Other administrators	140	0%
Other professionals	1,076	4%
All staff	5,504	8.1%

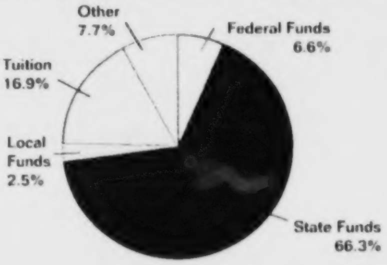
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,159
Public 4-year	$6,789
Median income, family of 4	$44,537
Tuition as a % of family income	
Public 2-year	2.6%
Public 4-year	15.2%

Expenditures

Total	$248,987,334
Student-related	71.3%
Instructional	*38.7%*
Non-student	28.7%

Sources of Revenue for FY 2000/2001

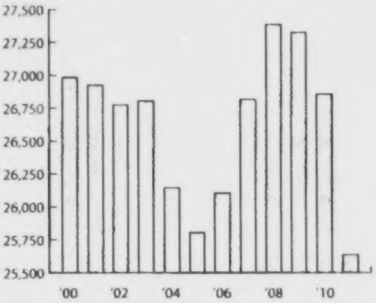


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	15.5%	15.2%
Asian/Pacific	0.7%	0.8%
Hispanic	1.3%	1.7%
Native American	0.6%	0.6%
% minority	*18.1%*	*18.3%*
White	81.9%	81.7%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	81.7%	41
Bachelor's degree	18.4%	49

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	162,548	12
Net international	11,258	39

Rural/Urban Population

% in metropolitan area	46.3%
% in nonmetropolitan area	53.7%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Chemical techs	$60,600
Dental hygienists	$48,800
Nuclear medicine techs	$47,500
Avionics techs	$46,500
Telecomm equip installers, repairers, except line installers	$41,900

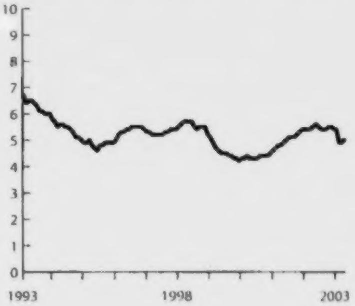
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	1,700	105%
Respiratory therapists	1,000	84%
Cardiovascular techs	200	78%
Paralegals/legal assistants	600	77%
Surgical techs	650	67%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Station installers, repairers—telephone	50	-42%
Barbers	350	-26%
Hairdressers, hairstylists, cosmetologists	2,950	-11%
Electronic home entertainment equip repairers	350	-2%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	701	782
LPNs	469	249
EMTs	71	54
Dental hygienists	41	52
Radiation techs	56	58
Lab techs	117	105
Respiratory techs	37	31

Gross State Product (in billions)

Amount	$67.8
National rank	34

Change in Number of

Businesses 1995–2000

#	2,954
% change	4.9%

California

While California's community colleges present a united front in state budget battles, the state system has laid the groundwork for better financial support when the economy rebounds. A statewide media campaign capitalizes on Californians' loyalty to their local colleges and encourages prospective students to enroll. "California Community Colleges—The Way California Works" advertisements explain community college funding and highlight exemplary college programs.

"California Community Colleges—The Way California Works" advertisements explain community college funding and highlight exemplary college programs.

The media campaign urges voters to elect legislators who support community colleges and to approve local community college bond issues. Of the 14 construction bonds on the March 2002 ballot, 13 passed after the 30- and 60-second radio and television ads aired. In the past, many of these local bond issues failed by narrow margins to meet the required 55% supermajority.

With more than 1.6 million students, California's public community colleges constitute the largest system of higher education in the world. Population growth and economic pressures for individuals to improve their skills have spurred enrollment increases every year since the late 1990s, with 6% growth in fall 2001. Half of all the foreign-born students in higher education in California attend community colleges.

Billion dollar state budget deficits combined with low per capita tax support and the lowest tuition rate in the nation—$11 per credit hour—threaten student access. California's open-door policy of accepting every California high school graduate and GED recipient remains intact. Financial constraints, however, increasingly limit the number of courses that can be offered, particularly in programs like nursing that require low student–teacher ratios for accreditation.

Since the governor vetoed legislation that would have required common course numbering, most colleges have adopted a common code that identifies general education courses from one institution to another. Community college faculty members are also working with representatives of the state's public university systems on establishing prerequisite courses by major.

Work on updating the state's master plan for higher education includes determining colleges' actual costs per student. Those reviewing the master plan favor expanding the chancellor's authority and that of the board of governors, the statewide coordinating body appointed by the governor.

Locally elected trustees govern each of the state's 72 community college districts. California's local and statewide shared governance processes require consultation and support from various constituencies, including faculty and students, on curriculum and policy issues.

Community college leaders are also developing methods to achieve diversity among faculty and staff in ways that comply with voter-approved propositions and court decisions that have eliminated affirmative action.

The Community College Leadership Development Initiative at the Claremont Graduate University received state funding for two years, beginning in January 2002, to nurture leadership qualities among trustees, faculty, and administrators. The initiative's Leadership Academy offers a week of intensive training for potential leaders, followed by periodic regional meetings. Claremont offers a graduate degree with an emphasis in community college administration. It also works with the University of California-Los Angeles on a program that connects community college researchers with practitioners. Plans call for a Web site to disseminate researchers' findings and reactions from those working in community colleges.

Community Colleges

Number of Colleges	
Public	111
Independent	12
Tribal	1

Credit Enrollment	
Fall 1998	1,129,936
Fall 2001	1,484,841
Full-year 2000–2001	2,411,573
% of population served	9.8%

Student Characteristics		
Gender		
Male		45.2%
Female		54.8%
Attendance status		
Full-time		27.9%
Part-time		72.5%
Race/ethnicity		
African American		7.5%
Asian/Pacific		14.8%
Hispanic		26.2%
Native American		1.0%
% minority		*49.5%*
White		41.3%
Other		9.2%
Age	Part-time	Full-time
17 & younger	7.3%	2.8%
18 to 21	22.2%	61.7%
22 to 29	26.1%	21.5%
30 to 39	19.6%	8.2%
40 & older	24.9%	5.8%

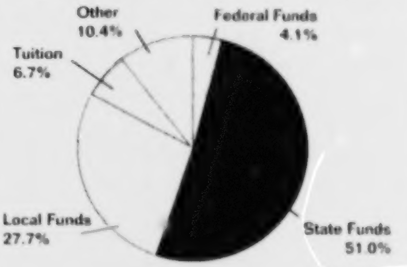
Average Faculty Salary	
Public 2-year	$58,849
Public 4-year	$67,699
Independent 2-year	$29,299
Independent 4-year	$64,910

Full-Time Employees	#	% newly hired
Faculty	20,308	9.6%
Executive/management	2,823	10.2%
Other administrators	94	1.1%
Other professionals	1,570	10.8%
All staff	44,686	11%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$316
Public 4-year	$9,592
Median income, family of 4	$63,206
Tuition as a % of family income	
Public 2-year	0.5%
Public 4-year	15.2%

Expenditures	
Total	$3,368,683,047
Student-related	72.1%
Instructional	*40.5%*
Non-student	27.9%

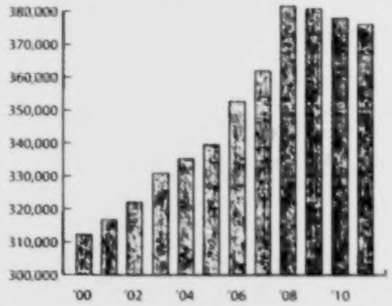
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	6.6%	6.0%
Asian/Pacific	12.3%	14.9%
Hispanic	32.7%	37.8%
Native American	0.5%	0.4%
% minority	*52.1%*	*59.1%*
White	47.9%	40.9%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	81.2%	43
Bachelor's degree	27.5%	14

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-1,843,323	49
Net international	3,220,658	1

Rural/Urban Population	
% in metropolitan area	96.7%
% in nonmetropolitan area	3.3%

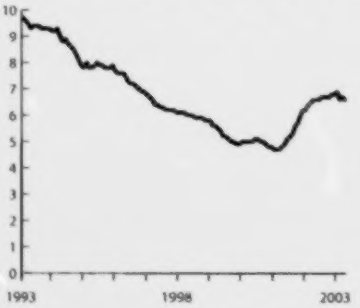
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Nuclear techs	$72,400
Funeral directors	$72,300
Dental hygienists	$68,100
Ship engineers	$59,500
Computer specialists, misc	$57,000

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	57,600	90%
Medical records, health info techs	9,800	73%
Surgical techs	4,600	70%
Paralegals/legal assistants	12,400	68%
Cardiovascular techs	1,500	60%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	2,600	-38%
Electronic home entertainment equip repairers	2,500	-8%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	544	782
LPNs	151	249
EMTs	38	54
Dental hygienists	53	52
Radiation techs	39	58
Lab techs	86	105
Respiratory techs	25	31

Gross State Product (in billions)	
Amount	$1,344
National rank	1

Change in Number of Businesses 1995–2000	
#	59,280
% change	8.0%

Colorado

Shortfalls in state revenue during FY2003 forced the Colorado Community College System to shift more of its funding burden to student tuition. When the fiscal year began in July 2002, 62% of the system's funds came from the state. After losing $15.1 million in a 10.8% rescission, the state's share dropped to 60% of the system's costs and the tuition share rose from 38% to 40%. Another rescission, however, was considered likely for late spring as lawmakers worked to meet Colorado's constitutional requirement for a balanced annual budget. Hopes for a slight increase in general fund appropriations for FY2004 were dashed when revenue shortfalls were steeper than expected.

The system has addressed health care providers' needs for more workers by adopting a common core curriculum and course numbering system for all health disciplines and creating a new health care scholarship.

In the midst of the state's fiscal crisis, legislative leaders pushed a public higher education restructuring plan endorsed by the governor. The "opportunity stipends" legislation was among the key recommendations made by the governor's Blue Ribbon Panel on Higher Education in January 2003. The State Board for Community Colleges and Occupational Education unanimously supports the plan.

As proposed, the opportunity stipends would subsidize tuition for individual Colorado residents up to 140 credits, which proponents expect will significantly increase the percentage of state residents who pursue postsecondary education opportunities. Currently, the Colorado Commission on Higher Education predicts the community college system will experience a 25% reduction in tuition income. The state had not yet resolved how it would bear the additional fiscal impact of the opportunity stipends when the bill began working its way through three legislative committees in March 2003.

The community colleges of Colorado are the fastest-growing segment of higher education in the state, accounting for 60% of all freshmen and sophomores enrolled in public higher education institutions. In addition to 13 community colleges, the system provides career and technical programs in 150 school districts and at 7 postsecondary institutions.

The system has addressed health care providers' needs for more workers by adopting a common core curriculum and course numbering system for all health disciplines and creating a new health care scholarship. In addition, faculty from all the health disciplines worked together to develop outcome competencies to achieve consistent training and clear understanding of what students have learned. Consequently, all courses within a particular health care discipline are fully transferable among the community colleges. The colleges also developed identical application and admission requirements for practical and registered nursing programs and plan to develop an online clearinghouse for applicants to find openings in nursing programs.

HCA/HealthONE, which operates clinics and hospitals in Denver, and the U.S. Department of Labor are funding a Health Care Scholarship Program for an accelerated, 16-month associate degree nursing program. The scholarships cover tuition, fees, books, uniforms, shoes, stethoscopes, and the $250 RN license fee for 64 students—16 students per semester—through 2004. Workforce centers in the metropolitan area provide services to help the scholarship recipients through this intense academic experience.

Community Colleges

Number of Colleges

Public	15
Independent	0
Tribal	0

Credit Enrollment

Fall 1998	80,200
Fall 2001	79,220
Full-year 2000–2001	139,510
% of population served	4.4%

Student Characteristics

Gender		
Male		43.0%
Female		57.0%
Attendance status		
Full-time		29.3%
Part-time		70.7%
Race/ethnicity		
African American		4.7%
Asian/Pacific		2.8%
Hispanic		14.0%
Native American		1.5%
% minority		*23.0%*
White		71.3%
Other		5.8%
Age	Part-time	Full-time
17 & younger	8.7%	3.5%
18 to 21	19.6%	53.0%
22 to 29	24.0%	23.4%
30 to 39	20.1%	11.6%
40 & older	27.6%	8.5%

Average Faculty Salary

Public 2-year	$38,583
Public 4-year	$54,947
Independent 2-year	—
Independent 4-year	$55,702

Full-Time Employees

	#	% newly hired
Faculty	1,172	11.9%
Executive/management	290	6.9%
Other administrators	101	12.9%
Other professionals	589	11%
All staff	3,581	10.8%

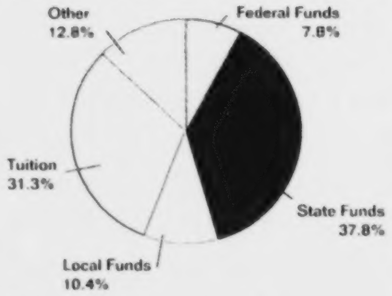
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,655
Public 4-year	$8,360
Median income, family of 4	$66,624
Tuition as a % of family income	
Public 2-year	2.5%
Public 4-year	12.5%

Expenditures

Total	$338,417,241
Student-related	76.1%
Instructional	*43.7%*
Non-student	23.9%

Sources of Revenue for FY 2000/2001

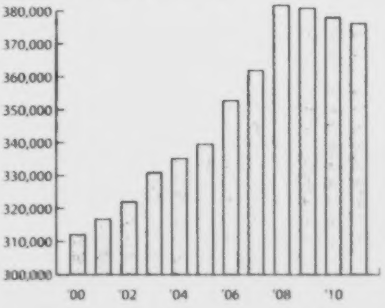


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	4.3%	4.6%
Asian/Pacific	2.3%	2.8%
Hispanic	14.3%	16.5%
Native American	0.7%	0.8%
% minority	*21.6%*	*24.8%*
White	78.4%	75.2%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	89.7%	9
Bachelor's degree	34.6%	2

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	203,660	11
Net international	47,969	22

Rural/Urban Population

% in metropolitan area	81.2%
% in nonmetropolitan area	18.8%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Computer specialists, misc	$59,300
Radio mechanics	$58,700
Dental hygienists	$57,300
Aerospace engineering techs	$51,500
Diagnostic medical sonographers	$51,300

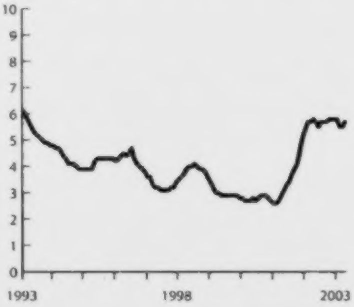
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	13,700	147%
Veterinary techs	850	63%
Central office, PBX installers/repairers	1,050	60%
Paralegals/legal assistants	3,150	48%
Paramedics, EMTs	1,900	48%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Station installers, repairers—telephone	650	-23%
Barbers	1,000	-6%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	737	782
LPNs	160	249
EMTs	48	54
Dental hygienists	61	52
Radiation techs	48	58
Lab techs	79	105
Respiratory techs	32	31

Gross State Product (in billions)

Amount	$168.0
National rank	21

Change in Number of Businesses 1995–2000

#	19,336
% change	16.4%

Connecticut

Collaborations among Connecticut's 12 community colleges are increasing in response to fiscal constraints. To deal with a critical shortage of nurses in New Haven, Norwalk Community College set up a satellite nursing program at Gateway Community College. Gateway was identified by the Connecticut League of Nursing as a prime site for a new nursing program because of staff shortages at the city's critical care facilities. Norwalk was chosen to develop the new academic program because of its established, accredited program for registered nurses. Gateway provides the funding for staff and equipment; Norwalk will provide the nursing faculty for two years.

Between 1997 and 2002, the state spent $300 million to upgrade facilities and consolidate several of the campuses created when Connecticut's community and technical colleges merged more than a decade ago.

Business, too, has cooperated in launching the program, which began in fall 2002. Anthem Blue Cross and Blue Shield provided $150,000 to help create the new nursing program, and Yale-New Haven Hospital committed $100,000 to the effort. The Hospital of St. Raphael is providing the clinical facilities for training.

Another example of collaboration is at Tunxis Community College. It is working with Hartford, Enfield, and Meriden Center community colleges to train cable technicians, who install wiring for the telephone, television, computer, and security systems.

In addition to sharing resources, Connecticut's community colleges have increased tuition and fees to fill the gap left by cuts in state appropriations. The colleges have also spent down reserves and eliminated vacant staff positions.

Despite the drop in state tax revenues, plans for a second five-year capital plan for community colleges are proceeding. Between 1997 and 2002, the state spent $300 million to upgrade facilities and consolidate several of the campuses created when Connecticut's community and technical colleges merged more than a decade ago. Another $300 million in capital projects are planned through 2007.

Community Colleges

Number of Colleges

Public	12
Independent	5
Tribal	0

Credit Enrollment

Fall 1998	40,805
Fall 2001	44,150
Full-year 2000–2001	65,535
% of population served	2.6%

Student Characteristics

Gender	
Male	38.4%
Female	61.6%
Attendance status	
Full-time	29.3%
Part-time	70.7%
Race/ethnicity	
African American	14.2%
Asian/Pacific	2.8%
Hispanic	11.1%
Native American	0.5%
% minority	*28.6%*
White	64.3%
Other	7.2%

Age	Part-time	Full-time
17 & younger	2.0%	3.5%
18 to 21	19.2%	67.0%
22 to 29	28.1%	19.5%
30 to 39	24.7%	6.5%
40 & older	25.9%	3.5%

Average Faculty Salary

Public 2-year	$53,217
Public 4-year	$65,792
Independent 2-year	$33,696
Independent 4-year	$66,313

Full-Time Employees	#	% newly hired
Faculty	785	3.9%
Executive/management	168	2.4%
Other administrators	59	15.3%
Other professionals	525	5.3%
All staff	2,138	4.4%

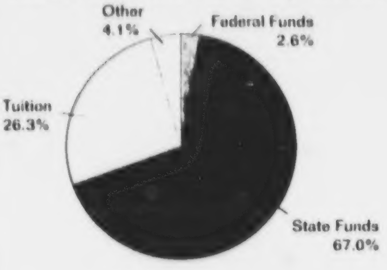
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,867
Public 4-year	$10,512
Median income, family of 4	$82,702
Tuition as a % of family income	
Public 2-year	2.3%
Public 4-year	12.7%

Expenditures

Total	$234,951,323
Student-related	76.2%
Instructional	*37.4%*
Non-student	23.8%

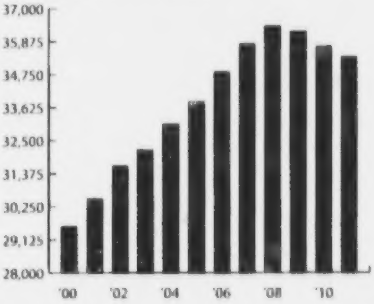
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	8.9%	9.9%
Asian/Pacific	2.3%	3.2%
Hispanic	8.7%	11.4%
Native American	0.2%	0.2%
% minority	*20.2*	*24.7%*
White	79.8	75.3%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	88.2%	13
Bachelor's degree	31.6%	6

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-140,090	42
Net international	122,953	12

Rural/Urban Population

% in metropolitan area	91.4%
% in nonmetropolitan area	8.6%

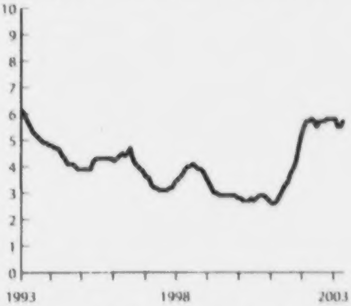
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Nuclear techs	$68,100
Funeral directors	$67,600
Chemical techs	$63,600
Dental hygienists	$57,000
Computer specialists, misc	$56,500

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	6,600	69%
Paralegals/legal assistants	2,050	43%
Cardiovascular techs	200	36%
Surgical techs	650	35%
Medical records, health info techs	750	33%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	1,100	-38%
Electronic home entertainment equip repairers	350	-14%
Psychiatric techs	1,050	-6%
Court reporters, transcriptionists, stenographers	1,300	-3%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	942	782
LPNs	242	249
EMTs	49	54
Dental hygienists	82	52
Radiation techs	75	58
Lab techs	101	105
Respiratory techs	28	31

Gross State Product (in billions)

Amount	$159.3
National rank	22

Change in Number of Businesses 1995–2000

#	1,247
% change	1.4%

Delaware

Delaware Technical and Community College (DTCC) is creating a corps of future college administrators with its award-winning Leadership Development Program. DTCC's primary mission is to facilitate workforce and economic development throughout the state with its four campuses.

The 20-month leadership program pairs mentors with employees who are nominated by the college's vice presidents. Seminars and case studies develop participants' leadership skills and enhance their knowledge of community college management. Participants must complete a portfolio and 18 tasks that include chairing a campuswide committee, serving on a nonprofit community board, and demonstrating their knowledge of technology. The college began the program, which won the National Community College Business Officers' Exemplary Practices Award in Human Resources in 2001, because more than half its faculty and most of its administrators will be eligible to retire in 2005.

> DTCC expanded the use of its mobile community technology center, known as WHEELS, to serve senior citizens' homes.

Delaware has not been as hard hit by the recession as some other states. Its budget was not reduced until $1.6 million, or 3%, was cut retroactively in FY2003. The FY2004 budget was expected to equal this reduced amount of $56.3 million in operating funds and $3.5 million in capital funds.

Despite budget trimming, DTCC entered a new partnership with the University of Delaware for teacher training programs scheduled to begin in fall 2003. Students who enroll in Associate of Arts in Teaching programs will take their first two years of coursework at DTCC and be accepted as juniors when they transfer to complete their bachelor's degrees at the university.

A secondary education mathematics program is the first option that will be implemented in the new program and the 10th articulation agreement between the institutions. Others include engineering technology, criminal justice, early childhood education, medical technology, and nursing. DTCC has received additional state funds to expand its nurse training program. A new Associate of Applied Science Degree in Para-educator Technology will strengthen the knowledge and skills of classroom aides and meet new federal professional development requirements.

DTCC also is collaborating with Austin Community College. The Texas college wanted DTCC to provide its online Education Technology Certificate Program, which instructs teachers in ways to incorporate technology in their elementary and secondary school lessons. The potential Texas enrollment, however, exceeded DTCC's staffing capacity, so the two community colleges have worked together to place the program's four courses on CD-ROM.

In another outreach effort, hundreds of high school freshmen explore manufacturing careers through hands-on projects at a DTCC campus summer camp. The camp, sponsored jointly by the college, the state Chamber of Commerce, and the Delaware Manufacturing Alliance, is an attempt to address the anticipated shortage of skilled industrial workers.

DTCC also expanded the use of its mobile community technology center, known as WHEELS, to serve senior citizens' homes. Residents of these facilities used their new computer skills and the center's Internet connection to access their Medicare records. WHEELS continues to offer basic computer classes in low-income neighborhoods.

Community Colleges

Number of Colleges

Public	1
Independent	0
Tribal	0

Credit Enrollment

Fall 1998	12,860
Fall 2001	12,218
Full-year 2000-2001	18,452
% of population served	3.1%

Student Characteristics

Gender		
Male		37.9%
Female		62.1%
Attendance status		
Full-time		36.1%
Part-time		63.9%
Race/ethnicity		
African American		19.9%
Asian/Pacific		2.4%
Hispanic		3.9%
Native American		0.7%
% minority		*26.9%*
White		70.8%
Other		2.2%
Age	Part-time	Full-time
17 & younger	3.5%	0.4%
18 to 21	20.0%	56.5%
22 to 29	30.3%	26.1%
30 to 39	24.3%	10.8%
40 & older	21.8%	6.2%

Average Faculty Salary

Public 2-year	$45,627
Public 4-year	$64,831
Independent 2-year	—
Independent 4-year	$56,613

Full-Time Employees	#	% newly hired
Faculty	299	—
Executive/management	37	—
Other administrators	—	
Other professionals	147	1.4%
All staff	838	1.7%

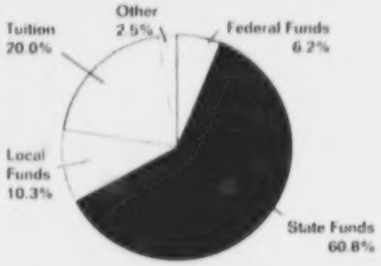
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,680
Public 4-year	$10,290
Median income, family of 4	$69,360
Tuition as a % of family income	
Public 2-year	2.4%
Public 4-year	14.8%

Expenditures

Total	$81,041,464
Student-related	66.2%
Instructional	*44.6%*
Non-student	33.8%

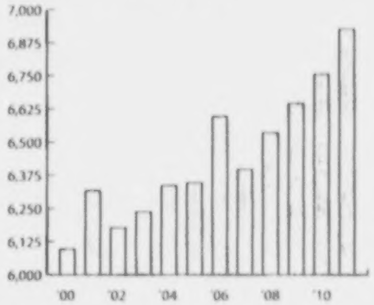
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	18.6%	20.1%
Asian/Pacific	1.9%	2.3%
Hispanic	3.3%	4.2%
Native American	0.3%	0.3%
% minority	*24.1%*	*26.9%*
White	75.9%	73.1%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	86.1%	25
Bachelor's degree	24.0%	29

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	16,998	27
Net international	8,770	42

Rural/Urban Population

% in metropolitan area	80.0%
% in nonmetropolitan area	20.0%

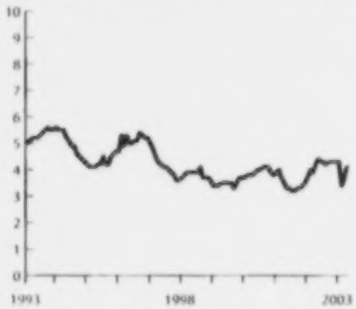
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Computer specialists, misc	$60,600
Funeral directors	$59,100
Dental hygienists	$55,800
Real estate appraisers/assessors	$54,200
Registered nurses	$50,600

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	2,400	83%
Paralegals/legal assistants	500	71%
Medical records, health info techs	200	62%
Respiratory therapists	200	51%
Cardiovascular techs	100	49%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Electronic home entertainment equip repairers	100	-14%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	936	782
LPNs	204	249
EMTs	40	54
Dental hygienists	55	52
Radiation techs	86	58
Lab techs	82	105
Respiratory techs	27	31

Gross State Product (in billions)

Amount	$36.3
National rank	43

Change in Number of Businesses 1995–2000

#	2,780
% change	13.2%

Florida

The budgets of Florida's community colleges are lean but healthy. In FY2003, they received a 7.5% increase in state support, and student fees were increased by 3%. The governor, however, has recommended reducing state support to community colleges by 3% in FY2004, while student fees may go up 7%. Despite the higher charges to students, enrollment is expected to increase by 8%.

The new Florida Board of Education and its Department of Education plan to link an integrated K–20 budget to its strategic plan for every education sector. The goals include improving student achievement, maximizing access, aligning the skills taught with workforce needs, and increasing efficiency. Since 1996–1997, a small portion of Florida's appropriations for community colleges have been performance based. In 2002, these amounted to less than 2%. Preliminary plans called for 10% of colleges' state appropriations to be performance based by 2004–2005.

> Most of Florida's community colleges offer upper-level courses on their campuses through partnerships with the state's public universities.

The governor-appointed board was created after a 1998 statewide vote on education governance. The transition to a unified education system that brings together every sector from kindergarten to community colleges, universities, and graduate schools is scheduled to be completed in 2003. The restructuring, which involves numerous issues, is intended to improve student achievement with seamless articulation and better coordination among the various education sectors.

The governance overhaul eliminated the State Board of Community Colleges and the universities' Board of Regents. Each sector—K–12, community colleges, and universities—now has its own chancellor who reports to the secretary of education. The state's 28 public community colleges continue to be governed locally by trustees appointed by the governor.

Teacher preparation became a priority for Florida's community colleges after the board decided that more and better trained K–12 teachers are needed to improve overall student performance. Florida will need an estimated 16,000 new teachers every year through 2010. More than half of the education majors in Florida's public universities attended Florida community colleges. In addition to offering the three prerequisites to upper-division teacher preparation courses, community colleges are now involved in teacher recruitment, professional development, and alternative certification efforts.

The shortage of health care workers and teachers prompted the legislature to give community colleges permission to grant specific bachelor's degrees in geographic areas where universities cannot meet the need. St. Petersburg College and Miami-Dade Community College were among the first two-year colleges in Florida to offer bachelor's degrees in education and nursing. The legislation authorizing additional degrees stipulated that community colleges will remain open-door institutions that focus on the first two years of college courses and occupational training.

Florida most often seeks to increase its residents' access to four-year degrees through cooperation between two- and four-year institutions. Most of Florida's community colleges offer upper-level courses on their campuses through partnerships with the state's public universities. Some colleges also operate facilities jointly with universities. Concurrent use programs include information technology, education, health care, business, engineering, and criminal justice.

Community Colleges

Number of Colleges	
Public	28
Independent	3
Tribal	0

Credit Enrollment	
Fall 1998	316,793
Fall 2001	344,119
Full-year 2000–2001	520,003
% of population served	4.2%

Student Characteristics		
Gender		
Male		40.2%
Female		59.8%
Attendance status		
Full-time		33.3%
Part-time		67.1%
Race/ethnicity		
African American		15.9%
Asian/Pacific		2.7%
Hispanic		17.7%
Native American		0.4%
% minority		*36.7%*
White		59.2%
Other		4.1%
Age	Part-time	Full-time
17 & younger	5.5%	2.5%
18 to 21	27.8%	59.6%
22 to 29	30.7%	22.9%
30 to 39	19.3%	9.5%
40 & older	16.7%	5.6%

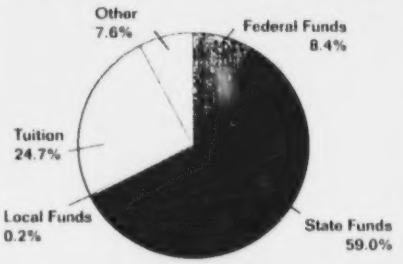
Average Faculty Salary	
Public 2-year	$43,396
Public 4-year	$55,144
Independent 2-year	$23,719
Independent 4-year	$50,453

Full-Time Employees	#	% newly hired
Faculty	4,862	4.8%
Executive/management	677	2.2%
Other administrators	22	0%
Other professionals	3,436	4.3%
All staff	16,839	4.2%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,438
Public 4-year	$7,944
Median income, family of 4	$55,351
Tuition as a % of family income	
Public 2-year	2.6%
Public 4-year	14.4%

Expenditures	
Total	$1,561,234,827
Student-related	72.7%
Instructional	*38.8%*
Non-student	27.3%

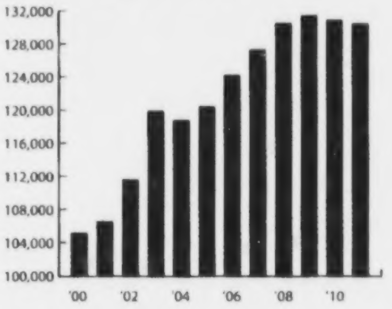
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	14.2%	14.6%
Asian/Pacific	1.6%	1.8%
Hispanic	15.7%	19.1%
Native American	0.3%	0.3%
% minority	*31.7%*	*35.8%*
White	68.3%	64.2%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	84.0%	34
Bachelor's degree	22.8%	37

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	1,376,306	1
Net international	661,622	3

Rural/Urban Population	
% in metropolitan area	92.8%
% in nonmetropolitan area	7.2%

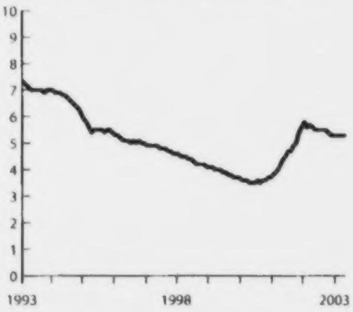
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$48,700
Aerospace engineering techs	$46,400
Radiation therapists	$45,700
Funeral directors	$44,600
Ship engineers	$44,400

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	21,050	106%
Surgical techs	3,600	67%
Paralegals/legal assistants	9,450	67%
Medical records, health info techs	3,500	59%
Cardiovascular techs	1,400	55%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	900	-31%
Dancers and choreographers	4200	-14%
Barbers	1,700	-5%
Electronic home entertainment equip repairers	1,850	-5%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	785	782
LPNs	294	249
EMTs	47	54
Dental hygienists	50	52
Radiation techs	62	58
Lab techs	102	105
Respiratory techs	34	31

Gross State Product (in billions)	
Amount	$472.1
National rank	4

Change in Number of Businesses 1995–2000	
#	30,206
% change	7.6%

Georgia

Annual report cards for each of Georgia's public higher education institutions are the latest step in Georgia's push for accountability. The state's technical colleges and Two-Year Colleges of the University System of Georgia are evaluated based on various measures, including student graduation rates, retention rates, and pass rates on certification exams. The Office of Education Accountability, which has been grading Georgia's K–12 schools for several years, issues the colleges' report cards. Legislators expressed the desire for improvements but did not tie funding to specific performance goals.

Two distinct, though cooperative, systems carry out the missions of community colleges in Georgia. The Georgia Technical College System is the responsibility of the Department of Technical and Adult Education. The technical colleges provide an array of noncredit, certificate, and associate degree programs for careers that require more than a high school diploma and less than a bachelor's degree. Two-Year Colleges of the University of Georgia's primary mission lies in preparing students to transfer to four-year degree programs. Both systems now accept five basic math and English courses as core courses. In some parts of the state, students opt to take technical courses at a technical college and general education courses at a nearby two-year colleges for cooperative AAS degrees. The technical colleges also have articulation agreements with five of the four-year universities for a program leading to bachelor of applied science degree programs.

> The Two-Year Colleges of the University System of Georgia are becoming more involved in economic development, particularly in rural areas.

Georgia's relatively modest budget cuts became deep in FY2003. Until then, funding for growth offset most of the technical colleges' budget cuts. In FY2002, however, the state budget for higher education was cut by approximately 5.75% and rolled into a 5% cut during FY2003. Funding for FY2004 was expected to start at this 10.75% reduced level, although the governor endorsed additional funding to support enrollment increases.

Robust enrollments spurred double-digit growth for several years in both systems. Georgia's Virtual Technical College, for instance, had 10,000 more students in FY2002 than in the previous year. More than 6,000 high school students participated in the technical colleges' dual enrollment program in 2002, just five years after the program started. In addition to keeping up with demand from students for training and from industries seeking skilled workers, the technical colleges' greatest challenge is keeping programs and equipment up-to-date.

The Two-Year Colleges of the University System of Georgia are becoming more involved in economic development, particularly in rural areas. The state started an Intellectual Capital Partnership Program with $4.5 million. The first partnership with several hospitals helped increase faculty for additional nursing programs at several colleges beginning in fall 2002 and is expected to train 500 more registered nurses than the colleges could have otherwise graduated.

Along with instituting a high school graduation exam and raising admission standards, the state has started several programs to improve young students' preparation for and exposure to higher education. In an effort to improve Georgia's postsecondary participation rate, the two-year colleges now provide tutoring and enrichment programs that bring middle school students to campuses.

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Community Colleges

Number of Colleges	
Public	34
Independent	5
Tribal	0

Credit Enrollment	
Fall 1998	76,975
Fall 2001	100,835
Full-year 2000–2001	133,924
% of population served	2.2%

Student Characteristics		
Gender		
Male		40.7%
Female		59.3%
Attendance status		
Full-time		46.9%
Part-time		53.8%
Race/ethnicity		
African American		32.8%
Asian/Pacific		2.6%
Hispanic		2.1%
Native American		0.3%
% minority		*37.8%*
White		59.9%
Other		2.3%
Age	Part-time	Full-time
17 & younger	6.3%	2.2%
18 to 21	28.1%	57.9%
22 to 29	30.2%	22.4%
30 to 39	20.1%	10.8%
40 & older	15.4%	6.7%

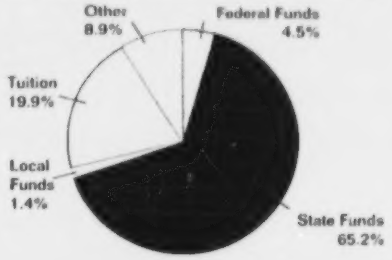
Average Faculty Salary	
Public 2-year	$41,610
Public 4-year	$55,215
Independent 2-year	$31,644
Independent 4-year	$50,498

Full-Time Employees	#	% newly hired
Faculty	2,661	6.6%
Executive/management	629	1.1%
Other administrators	182	4.9%
Other professionals	932	4.7%
All staff	6,775	7.1%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,374
Public 4-year	$7,455
Median income, family of 4	$59,489
Tuition as a % of family income	
Public 2-year	2.3%
Public 4-year	12.5%

Expenditures	
Total	$547,822,583
Student-related	73.1%
Instructional	*41.4%*
Non-student	26.9%

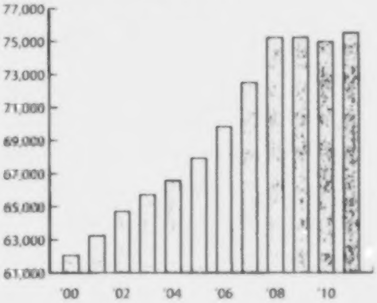
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	28.7%	30.6%
Asian/Pacific	1.7%	2.1%
Hispanic	2.4%	2.9%
Native American	0.2%	0.2%
% minority	*33.1%*	*35.7%*
White	66.9%	64.3%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	82.6%	38
Bachelor's degree	23.1%	35

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	427,892	4
Net international	112,702	13

Rural/Urban Population	
% in metropolitan area	69.2%
% in nonmetropolitan area	30.8%

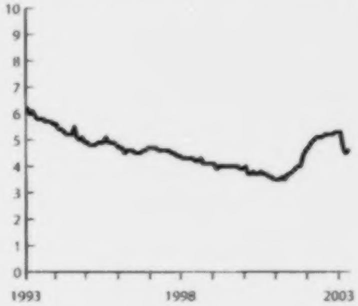
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Nuclear techs	$77,600
Radiation therapists	$52,900
Aircraft mechanics/service techs	$50,900
Chemical techs	$49,800
Dental hygienists	$49,400

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Paralegals/legal assistants	3,700	69%
Computer support specialists	2,600	59%
Central Office, PBX installers/repairers	5,350	58%
Medical records, health info techs	2,650	55%
Physical therapy assistants/aides	2,150	52%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	3,400	-24%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	683	782
LPNs	279	249
EMTs	71	54
Dental hygienists	50	52
Radiation techs	58	58
Lab techs	112	105
Respiratory techs	31	31

Gross State Product (in billions)	
Amount	$296.1
National rank	10

Change in Number of Businesses 1995–2000	
#	21,436
% change	12.0%

Hawaii

The administrative structure of Hawaii's seven community colleges, which are part of the University of Hawaii (UH) system, will change when it receives approval from the Accrediting Commission for Community and Junior Colleges. The goal is to integrate the community colleges more fully with the rest of the system. The colleges will retain their community college missions, although they will drop the term *community college* from their names and add bachelor's degrees to their curricula.

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In December 2002 the UH board of regents approved the plan for each community college to have its own chancellor reporting directly to the president through the newly created Council of Chancellors. UH's four-year campuses have long had their own chancellors. The new council replaces the Office of the Senior Vice President and Chancellor for Community Colleges, which has been eliminated. The staff of that office will be reassigned within the UH system.

Name changes will come with the reorganization. Each institution will drop community college from its title and will be known as the University of Hawaii and its location—for example, University of Hawaii Maui or UH Maui.

More significantly, three of the community colleges, with the approval of the board of regents, are seeking approval from the the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior Colleges to offer single occupational-technical baccalaureate degrees. Maui Community College intends to offer an Applied Business and Information Technology degree; Honolulu Community College plans to offer a Computer, Electronics, and Networking Technology degree; and Kapi'olani Community College proposes a Culinary Arts, Science, and Management degree. All are intended to address student interests and community needs in each locality. WASC allows community colleges to grant one type of baccalaureate degree and retain their community college status.

Most of the community colleges have been offering baccalaureate and advanced degree courses from UH's four-year institutions at university centers on their campuses.

Other intercampus collaborations have minimized program duplications and led to numerous joint course offerings. The E-Learn Program exemplifies the colleges' sharing of resources and faculty members' talents. E-Learn delivers complete associate in arts degree programs to all the Hawaiian Islands electronically. In 2002, 5,000 people were enrolled in this distance education option.

As in most states where higher education is receiving declining state support—Hawaii's budget has been hard hit by the drop in tourism—UH has cut costs and raised tuitions. The university's budget was cut by 2.5% in FY2003, and similar cuts are expected in the 2003–2005 biennium.

Hawaii's community colleges have been aggressive in pursuing revenue-generating activities to make up for diminishing state support. The two-year campuses have recruited international students, added noncredit courses, forged business and industry partnerships, and initiated contract training in Asia and the Pacific region. The university's foundation also has actively sought funds from private donors for community college programs. A million-dollar UH Foundation endowment helps community college students pay for travel and study abroad.

Community Colleges

Number of Colleges

Public	7
Independent	2
Tribal	0

Credit Enrollment

Fall 1998	24,909
Fall 2001	24,809
Full-year 2000-2001	33,168
% of population served	3.6%

Student Characteristics

	Part-time	Full-time
Gender		
Male		44.0%
Female		56.0%
Attendance status		
Full-time		42.9%
Part-time		57.1%
Race/ethnicity		
African American		1.6%
Asian/Pacific		72.2%
Hispanic		2.6%
Native American		0.4%
% minority		*76.8%*
White		19.9%
Other		3.4%
Age		
17 & younger	2.4%	4.3%
18 to 21	27.4%	60.9%
22 to 29	33.3%	21.8%
30 to 39	19.5%	8.2%
40 & older	17.3%	4.8%

Average Faculty Salary

Public 2-year	$47,317
Public 4-year	$61,130
Independent 2-year	—
Independent 4-year	$58,741

Full-Time Employees

	#	% newly hired
Faculty	839	6.3%
Executive/management	53	—
Other administrators	—	
Other professionals	174	1.1%
All staff	1,517	4.1%

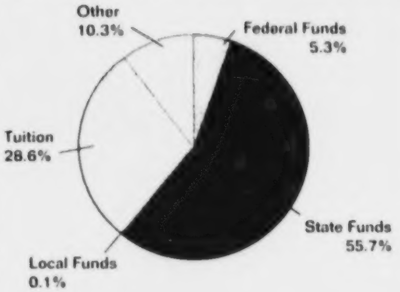
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,067
Public 4-year	$8,286
Median income, family of 4	$65,872
Tuition as a % of family income	
Public 2-year	1.6%
Public 4-year	12.6%

Expenditures

Total	$130,485,816
Student-related	73.9%
Instructional	*47.3%*
Non-student	26.1%

Sources of Revenue for FY 2000/2001

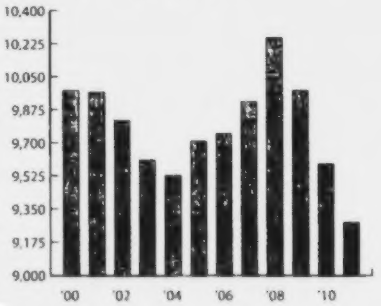


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	2.1%	2.0%
Asian/Pacific	60.1%	61.9%
Hispanic	8.6%	9.2%
Native American	0.4%	0.3%
% minority	*71.1%*	*73.4%*
White	28.9%	26.6%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	87.4%	17
Bachelor's degree	26.3%	20

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	-1,630	34
Net international	72,227	19

Rural/Urban Population

% in metropolitan area	72.3%
% in nonmetropolitan area	27.7%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Real estate sales agents	$93,700
Electric motor, power tool repairers	$62,600
Aerospace engineering techs	$60,800
Chemical techs	$57,600
Registered nurses	$55,300

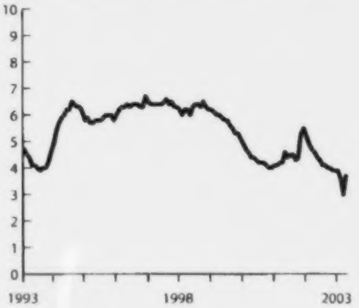
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	1,050	92%
Paralegals/legal assistants	700	49%
Physical therapy assistants/aides	300	35%
Surgical techs	200	34%
Respiratory therapists	300	34%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Electronic home entertainment equip repairers	150	-14%
Court reporters, transcriptionists, stenographers	900	-12%
Barbers	100	-11%
Electronics repairers, commercial/industrial equip	700	-3%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	703	782
LPNs	167	249
EMTs	43	54
Dental hygienists	49	52
Radiation techs	42	58
Lab techs	85	105
Respiratory techs	26	31

Gross State Product (in billions)

Amount	$42.4
National rank	39

Change in Number of Businesses 1995–2000

#	-89
% change	-0.3%

Idaho

Idaho, like many states, has quickly gone from budget surpluses to deficits. Before the recession, income taxes were cut and the local property taxes that supported Idaho's community colleges were eliminated. The state initially made up the $3.2 million lost with the change in local taxes, but as the economy slumped, these funds were cut along with other state appropriations.

To stabilize the state's 2003 budget, all of higher education endured a 10% cut. All state building projects, including previously approved campus construction, were halted. College employee health benefits, which come from the state, also were reduced. The community colleges stopped hiring except for key faculty positions, and they have reduced their sports programs.

Despite significant tuition and fee increases to offset reductions in state support, enrollments at the College of Southern Idaho and North Idaho College continued to grow at a brisk pace.

Despite significant tuition and fee increases to offset reductions in state support, enrollments at the College of Southern Idaho and North Idaho College continued to grow at a brisk pace. In addition to the two comprehensive community colleges, associate degrees in Idaho are granted by the Eastern Idaho Technical College and by the state's four-year college and two universities, which have technical schools. All of Idaho's public higher education sectors use common course numbering and articulation agreements.

Ricks College, which was the largest private two-year college in the United States, became a four-year institution in 2001. Its affiliation with the Church of Jesus Christ of Latter-day Saints continues; it is now known as Brigham Young University-Idaho.

Hospitals and health care providers are helping the community colleges maintain their nurse training and other health care programs. For example, the College of Southern Idaho's new radiological technology program is underwritten by a local hospital.

The J. A. and Kathryn Albertson Foundation continues to provide multimillion-dollar grants to the community colleges for teacher preparation and for information technology training for veteran teachers. The colleges also have benefited from reading initiatives and computer purchases that the foundation instigated. Since 1997, the family foundation has given more than $35 million annually to educational endeavors in Idaho.

The College of Southern Idaho and Dell Computer Corporation are working together on training for the computer maker's new technical support center in Twin Falls. The center hired 500 people during its first six months of operation. The college provides a six-week Personal Computer Preparation Program. When Dell hires people who complete this certificate program, it reimburses them for the cost of the program.

North Idaho College received a $950,000 grant from the U.S. Department of Education to open an Educational Opportunity Center. It will make financial aid, skill assessments, academic planning, and career counseling available to residents of the five counties served by the college.

Community Colleges

Number of Colleges

Public	4
Independent	0
Tribal	0

Credit Enrollment

Fall 1998	19,884
Fall 2001	22,895
Full-year 2000–2001	29,296
% of population served	3.2%

Student Characteristics

Gender		
Male		40.3%
Female		59.7%
Attendance status		
Full-time		68.7%
Part-time		31.3%
Race/ethnicity		
African American		0.4%
Asian/Pacific		1.4%
Hispanic		3.5%
Native American		0.9%
% minority		*6.2%*
White		88.7%
Other		5.1%
Age	Part-time	Full-time
17 & younger	14.3%	10.1%
18 to 21	19.0%	58.7%
22 to 29	22.6%	23.5%
30 to 39	16.2%	4.3%
40 & older	27.8%	3.4%

Average Faculty Salary

Public 2-year	$38,898
Public 4-year	$47,551
Independent 2-year	$49,693
Independent 4-year	$40,666

Full-Time Employees

	#	% newly hired
Faculty	1,254	3.4%
Executive/management	131	1.5%
Other administrators	126	4.8%
Other professionals	372	5.4%
All staff	3,234	4.5%

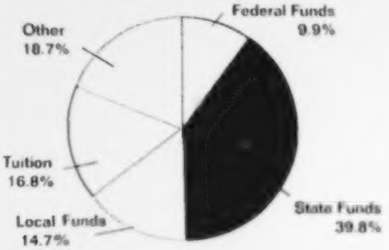
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,316
Public 4-year	$6,763
Median income, family of 4	$53,722
Tuition as a % of family income	
Public 2-year	2.4%
Public 4-year	12.6%

Expenditures

Total	$97,242,942
Student-related	67.4%
Instructional	*39.9%*
Non-student	32.6%

Sources of Revenue for FY 2000/2001

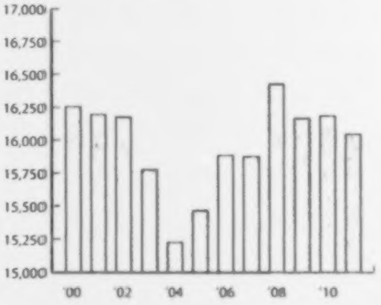


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	0.5%	0.5%
Asian/Pacific	1.1%	1.2%
Hispanic	7.2%	9.0%
Native American	1.3%	1.5%
% minority	*10.0%*	*12.2%*
White	90.0%	87.8%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	86.2%	23
Bachelor's degree	20.0%	45

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	114,933	17
Net international	12,906	37

Rural/Urban Population

% in metropolitan area	33.4%
% in nonmetropolitan area	66.6%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Dental hygienists	$57,400
Radiation therapists	$49,100
Diagnostic medical sonographers	$48,500
Telecomm equip installers, repairers, except line installers	$48,100
Chemical techs	$48,000

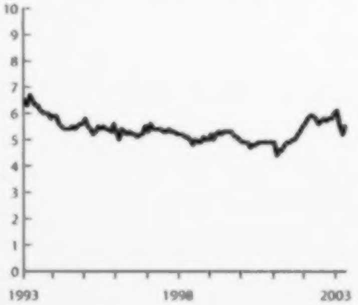
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	1,500	120%
Data processing equipment repairers	150	69%
Paralegals/legal assistants	200	63%
Manicurists	100	60%
Respiratory therapists	600	59%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Radio mechanics	50	0%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	636	782
LPNs	208	249
EMTs	39	54
Dental hygienists	59	52
Radiation techs	54	58
Lab techs	55	105
Respiratory techs	34	31

Gross State Product (in billions)

Amount	$37.0
National rank	41

Change in Number of Businesses 1995–2000

#	4,457
% change	13.5%

Illinois

Illinois community colleges now offer Associate of Arts in Teaching (AAT) degrees that include 69 hours of professional development, early in-classroom experience, and basic skills preparation. AAT degree recipients are expected to pass the state teacher licensure exam before they transfer to complete a bachelor's degree.

To help alleviate the K–12 teacher shortage, community colleges are working with the University of Illinois to bring upper-level education courses to their campuses. There are no plans, however, for community colleges to offer baccalaureate degrees.

The ICCB started the Leadership and Core Values program several years ago to help students and others in campus communities develop ethical decision-making skills and infuse core values into college curricula and operations.

Illinois community colleges are in the midst of a $50 million capital improvement program that will remove all temporary campus facilities. The governor and legislators have maintained this commitment despite the state's financial turmoil. Plans to redefine "free public education" to include the first 15 credits at a community college have been stymied, however.

Overall, the state's appropriation to community college operations was cut by $15 million in fiscal 2003 from the previous year's allocation, but this decrease was smaller than the universities endured. Customized training has expanded with increased state funding.

Community college enrollments continue to grow at a high rate in Illinois. Credit enrollments at Illinois community colleges account for nearly 75% of those enrolled in the state's public higher education degree programs; they are the primary provider of freshman and sophomore courses in Illinois. The Illinois community colleges report that when the number of credit students is combined with noncredit students, 1 million people in a state of 12 million residents attend one of their institutions each year.

Part of this enrollment growth can be attributed to the transfer of adult literacy and adult education services to the Illinois Community College Board (ICCB) from the state department of education. State funding for these services has tripled to $30 million from the time the change was made in 2000. Federal Perkins funds came under the purview of the ICCB with the change.

The ICCB started the Leadership and Core Values program several years ago to help students and others in campus communities develop ethical decision-making skills and infuse core values into college curricula and operations. Every college held forums to define its core values and build consensus on how to create environments that support those values. The hope is that by having safe places to voice opinions, people with differing views will learn how to work and live together harmoniously.

Since the terrorist attacks of September 11, 2001, the Leadership and Core Values Initiative has sponsored discussions and activities to help the colleges' diverse populations cope with the tragic events. Many Illinois community colleges attract students from among the state's large immigrant population; 72 different languages are spoken among the students, faculty, and staff at Truman College, for instance.

Community Colleges

Number of Colleges	
Public	49
Independent	9
Tribal	0

Credit Enrollment	
Fall 1998	343,178
Fall 2001	343,808
Full-year 2000–2001	671,915
% of population served	7.3%

Student Characteristics		
Gender		
Male		42.5%
Female		57.5%
Attendance status		
Full-time		33.5%
Part-time		66.5%
Race/ethnicity		
African American		14.3%
Asian/Pacific		4.6%
Hispanic		16.1%
Native American		0.3%
% minority		*35.3%*
White		63.6%
Other		1.2%
Age	Part-time	Full-time
17 & younger	5.0%	1.5%
18 to 21	20.2%	66.4%
22 to 29	28.0%	19.1%
30 to 39	21.4%	7.9%
40 & older	25.4%	5.1%

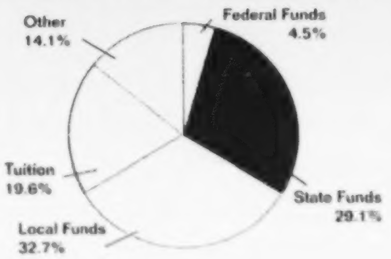
Average Faculty Salary	
Public 2-year	$53,455
Public 4-year	$55,145
Independent 2-year	$33,104
Independent 4-year	$59,993

Full-Time Employees	#	% newly hired
Faculty	4,643	4.8%
Executive/management	1,928	5.3%
Other administrators	479	6.1%
Other professionals	140	5.7%
All staff	13,751	4.2%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,534
Public 4-year	$9,533
Median income, family of 4	$68,117
Tuition as a % of family income	
Public 2-year	2.3%
Public 4-year	14.0%

Expenditures	
Total	$1,554,815,616
Student-related	58.4%
Instructional	*35.5%*
Non-student	41.6%

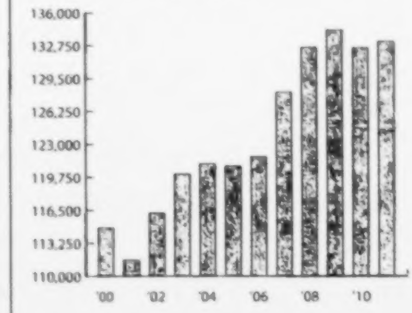
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	15.0%	15.2%
Asian/Pacific	3.3%	4.1%
Hispanic	10.5%	13.1%
Native American	0.2%	0.1%
% minority	*29.0%*	*32.5%*
White	71.0%	67.5%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	85.5%	29
Bachelor's degree	27.1%	17

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-634,922	48
Net international	382,206	6

Rural/Urban Population	
% in metropolitan area	84.9%
% in nonmetropolitan area	15.1%

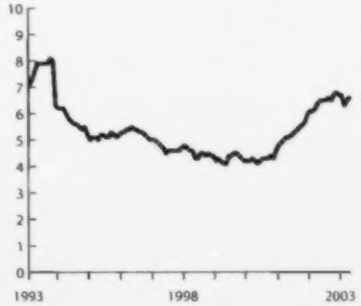
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Security/fire alarm systems installers	$73,500
Nuclear techs	$69,100
Electro-mechanical techs	$54,400
Ship engineers	$53,800
Chemical techs	$53,400

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	18,600	84%
Data processing equipment repairers	2,450	45%
Paralegals/legal assistants	6,000	44%
Medical records, health info techs	4,250	37%
Cardiovascular techs	850	35%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	1,400	-42%
Radio mechanics	150	-23%
Electronic home entertainment equip repairers	1,750	-13%
Psychiatric techs	8,400	-5%
Barbers	4,250	-2%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	819	782
LPNs	208	249
EMTs	54	54
Dental hygienists	52	52
Radiation techs	58	58
Lab techs	104	105
Respiratory techs	27	31

Gross State Product (in billions)	
Amount	$467.3
National rank	5

Change in Number of Businesses 1995–2000	
#	14,373
% change	4.9%

Indiana

Indiana is becoming a transfer-friendly state, thanks to its new comprehensive community college system. Created by the legislature in 1999, the Community College of Indiana is the marketing name for the partnership between Vincennes University and Ivy Tech State College. Vincennes is Indiana's oldest higher education institution. During its long history as a public two-year, residential college, Vincennes has gained a reputation for strong liberal arts programs. Ivy Tech has 23 campuses—more than any other Indiana institution. Historically, it has offered technical courses for workforce training, certificates, and associate degrees.

The Community College of Indiana essentially adds liberal arts courses—taught by Vincennes faculty—to Ivy Tech's offerings. By fall 2001, 10 Ivy Tech campuses offered associate in arts and associate in science degrees in sociology, psychology, history, physical sciences, English, pre-law, philosophy, and liberal arts. The state postponed implementation of the community college system at the remaining Ivy Tech campuses for financial reasons; higher education expenditures were cut by 7% in 2002.

> Indiana is becoming a transfer-friendly state, thanks to its new community college system.

Ivy Tech has added Microsoft, Oracle, and Cisco Systems certifications in recent years. Its Apprenticeship Technology Program is now tied to a degree curriculum, so those students who attain journeyman status also receive associate degrees. Partnership agreements with national building, construction, and industrial trade organizations have also enhanced this program.

Current organizational changes and curricular innovations are intended to raise educational attainment for Indiana students. According to the 2000 census, only 25.5% of the state's adults who are older than 22 have attained an associate or higher degree, placing Indiana among the bottom 10 states for degree attainment. Media reports about the new public community college system, enhanced marketing, and more outreach programs fueled a nearly 40% increase in statewide, postsecondary enrollment in the first two years the Community College of Indiana curriculum was in place.

New summer camps, educational workshops, academic competitions, and community events are bringing middle and high school students onto Ivy Tech campuses. More high school juniors and seniors are using Ivy Tech's Take A Course On Us (TACO U) to take one free course.

Ivy Tech and Vincennes are among the institutions eligible for financial support from the Lilly Endowment. The foundation has offered to match up to $3.5 million in donations that each college receives by December 2003 from alumni, parents, students, faculty, and staff. The new funds must be used to enhance academic programs. If all of Indiana's two-year and four-year colleges and universities meet the challenge, the foundation, created by the Eli Lilly Company, will distribute $138 million. Each of the institutions participating in the extraordinary effort also gets a $150,000 grant to help with fundraising costs. Another Lilly challenge grant offers $1 million in matching funds for contributions from Ivy Tech's regional and state trustees, and from foundation board members.

Community Colleges

Number of Colleges	
Public	3
Independent	2
Tribal	0

Credit Enrollment	
Fall 1998	44,792
Fall 2001	66,869
Full-year 2000–2001	97,436
% of population served	2.2%

Student Characteristics		
Gender		
Male		45.7%
Female		54.3%
Attendance status		
Full-time		31.4%
Part-time		68.6%
Race/ethnicity		
African American		10.3%
Asian/Pacific		0.7%
Hispanic		2.3%
Native American		0.5%
% minority		*13.8%*
White		84.4%
Other		1.7%
Age	Part-time	Full-time
17 & younger	7.5%	4.8%
18 to 21	22.9%	58.5%
22 to 29	28.5%	20.7%
30 to 39	20.8%	10.2%
40 & older	20.4%	5.8%

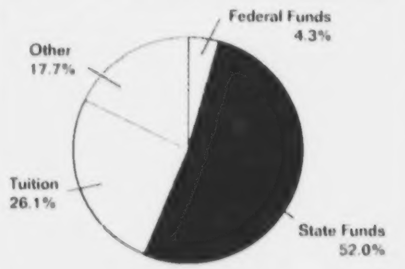
Average Faculty Salary	
Public 2-year	$36,309
Public 4-year	$53,859
Independent 2-year	$33,106
Independent 4-year	$53,306

Full-Time Employees	#	% newly hired
Faculty	1,140	4.9%
Executive/management	156	1.3%
Other administrators	237	0.8%
Other professionals	463	5%
All staff	3,125	5.7%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$2,125
Public 4-year	$9,232
Median income, family of 4	$62,079
Tuition as a % of family income	
Public 2-year	3.4%
Public 4-year	14.9%

Expenditures	
Total	$270,378,036
Student-related	69.2%
Instructional	*41.7%*
Non-student	30.8%

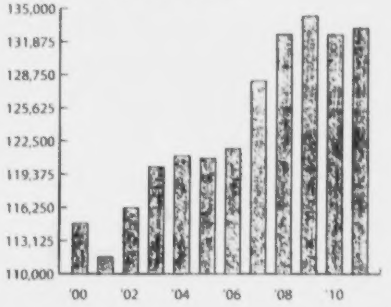
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	8.2%	8.6%
Asian/Pacific	1.0%	1.2%
Hispanic	2.3%	2.8%
Native American	0.2%	0.2%
% minority	*11.7%*	*12.8%*
White	88.3%	87.2%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	84.6%	33
Bachelor's degree	17.1%	50

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	11,982	30
Net international	40,810	24

Rural/Urban Population	
% in metropolitan area	72.2%
% in nonmetropolitan area	27.8%

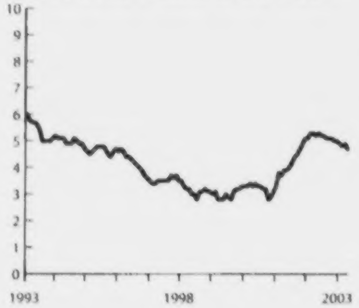
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Electrical/electronics repairers, powerhouse, substation, relay	$50,200
Radiation therapists	$47,000
Dental hygienists	$46,600
Aircraft mechanics/service techs	$46,600
Computer specialists, misc	$43,300

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	6,050	76%
Paralegals/legal assistants	1,550	68%
Physical therapy assistants/aides	1,500	50%
Medical records, health info techs	2,600	48%
Occupational therapy assistants/aides	400	47%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	400	-44%
Barbers	100	-29%
Electronic home entertainment equip repairers	800	-13%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	761	782
LPNs	286	249
EMTs	62	54
Dental hygienists	52	52
Radiation techs	63	58
Lab techs	100	105
Respiratory techs	45	31

Gross State Product (in billions)	
Amount	$192.2
National rank	15

Change in Number of Businesses 1995–2000	
#	5,068
% change	3.6%

Iowa

Along with funding issues, improving coordination among the 15 community colleges while respecting their local control is the major challenge facing Iowa's community college leaders. The state board of education wants the community colleges to act more as a system that responds in a coordinated way to ensure a qualified workforce and to stimulate economic development. Currently, each college has its own board of elected trustees, for a statewide total of 124 trustees.

Since FY2002, student tuition and fees have generated more revenue at Iowa's community colleges than has state support.

Performance indicators of a statewide strategic plan are not tied to funding for particular institutions, but are connected with statewide economic development plans because the community colleges are seen as economic drivers. The state is funding a media campaign to attract newcomers to Iowa, because people 85 and older represent the fastest-growing segment of the population.

One-Source Training, an economic development initiative launched in 2002, depends on the community colleges sharing their strengths. The initiative provides one community college contact person for businesses and government agencies that want training in several locations. This individual identifies college personnel with the expertise the employer needs and handles the logistics of providing a common curriculum taught by certified personnel at multiple sites. The client receives a single bill for training charges. Each college contributed $1,000 in start-up funding and made in-kind contributions of time, facilities, and material. The Iowa Association of Community College Trustees serves as the fiscal agent.

Although One-Source Training is a cooperative statewide effort, budget constraints and market forces over several years have prompted Iowa's community colleges to specialize in programs that are too expensive to duplicate. One college is a center for biotechnology, another runs a dairy production facility, another has an equine science program, and two others focus on environmental sciences.

More recent cuts in state appropriations have generated unprecedented tuition increases, up to 17% at one college. Since FY2002, student tuition and fees have generated more revenue at Iowa's community colleges than has state support. Local support through property levies provided just 6% of college budgets in FY2002, compared with 29% in FY1980. In addition to increasing tuition, the community colleges balanced their budgets by deferring maintenance, postponing plans for new programs, and eliminating programs.

In FY2003, $138.5 million in state general aid was distributed to the 15 community colleges according to a funding formula. Although the total was a slight increase (0.73%) over FY2002, it was $9 million, or 6%, less than the colleges received in FY2001. The colleges also did not receive an expected $3 million for technology, which the legislature appropriated but never funded. The FY2004 budget does not increase general aid and earmarks just $1 million for technology.

The legislature has eliminated funding for work-study financial aid and education programs that the community colleges provided at correctional facilities. Community college teaching licensure requirements have been replaced by certification from the state's board of educational examiners, and the requirements essentially follow the minimum teaching qualifications set by accrediting organizations.

Community Colleges

Number of Colleges

Public	15
Independent	5
Tribal	0

Credit Enrollment

Fall 1998	64,246
Fall 2001	72,247
Full-year 2000–2001	101,743
% of population served	4.6%

Student Characteristics

Gender		
Male		43.6%
Female		56.4%
Attendance status		
Full-time		52.9%
Part-time		47.1%
Race/ethnicity		
African American		2.7%
Asian/Pacific		1.4%
Hispanic		1.8%
Native American		0.7%
% minority		*6.6%*
White		86.3%
Other		7.0%
Age	Part-time	Full-time
17 & younger	24.2%	1.3%
18 to 21	24.3%	68.5%
22 to 29	22.1%	18.3%
30 to 39	14.8%	7.5%
40 & older	14.7%	4.3%

Average Faculty Salary

Public 2-year	$38,334
Public 4-year	$61,341
Independent 2-year	$34,531
Independent 4-year	$44,448

Full-Time Employees

	#	% newly hired
Faculty	1,767	6.7%
Executive/management	340	0.6%
Other administrators	160	6.9%
Other professionals	1,148	9.1%
All staff	4,929	7.9%

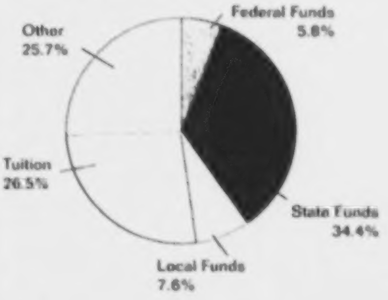
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$2,149
Public 4-year	$7,589
Median income, family of 4	$57,921
Tuition as a % of family income	
Public 2-year	3.7%
Public 4-year	13.1%

Expenditures

Total	$438,151,377
Student-related	71.8%
Instructional	*48.8%*
Non-student	28.2%

Sources of Revenue for FY 2000/2001

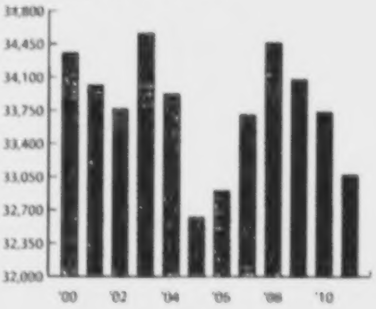


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	2.1%	2.4%
Asian/Pacific	1.4%	1.9%
Hispanic	1.8%	2.3%
Native American	0.3%	0.3%
% minority	*5.6%*	*7.0%*
White	94.4%	93.0%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	89.7%	10
Bachelor's degree	25.5%	23

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	-39,898	39
Net international	29,455	31

Rural/Urban Population

% in metropolitan area	45.3%
% in nonmetropolitan area	54.7%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Nuclear techs	$49,600
Court reporters	$48,900
Chemical techs	$48,500
Electrical/electronics repairers, powerhouse, substation, relay	$47,300
Dental hygienists	$45,700

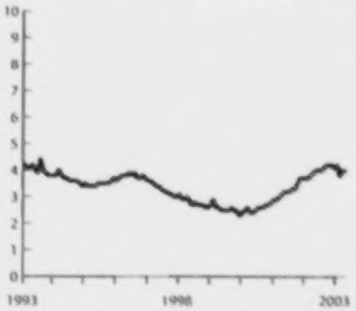
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	4,250	76%
Central Office, PBX installers/repairers	350	71%
Radio mechanics	50	58%
Medical records, health info techs	1,050	49%
Occupational therapy assistants/aides	150	43%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Barbers	150	-26%
Electronic home entertainment equip repairers	300	-7%
Legal secretaries	2,600	-3%
Broadcast, sound techs	200	-2%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	1060	782
LPNs	271	249
EMTs	65	54
Dental hygienists	42	52
Radiation techs	50	58
Lab techs	98	105
Respiratory techs	28	31

Gross State Product (in billions)

Amount	$89.6
National rank	30

Change in Number of Businesses 1995–2000

#	2,426
% change	3.1%

Kansas

The transition to board of regents supervision continues for Kansas community colleges. The community colleges came under the regents' direction in 1999 when they were moved from the department of education, along with six technical colleges and four technical schools.

An articulation agreement now bridges licensed practical and associate degree nursing programs to the university's four-year degrees for registered nurses.

Greater coordination within the state's higher education system is evident in the work on curriculum issues by the 36 regents' institutions. For instance, an articulation agreement now bridges licensed practical nursing programs and associate degree nursing programs to the university's four-year degrees for registered nurses. Articulation agreements are being designed to connect paramedic training to nursing programs.

Another example of cooperation is an articulation guide developed for community colleges to accept transfer credits from technical colleges. The guide is being expanded to include university acceptance of credit from technical colleges, which focus on job skills and do not offer a general education curriculum.

Kansas universities have long accepted both associate in arts and associate in science degrees for transfer from community colleges. A task force is reviewing articulation practices, however, because Kansas has neither a common course numbering system nor a common general education curriculum. The regents have initiated a study of concurrent enrollment programs that allow high school students to take college courses. Concurrent enrollment occurs most often at the community colleges.

Diminishing state revenues are slowing the promised restructuring of community colleges' funding with more state support, and a moratorium has been declared on the planned incremental increase in state funds. Dependence on local funds was supposed to decrease with the restructuring. A few rural community colleges are struggling because local property values have dropped because of failing industries and the departure of young people from family farms.

During FY2003, the community colleges lost $3.9 million in state grant funding. Another $2.2 million in state funding to local units of government through the LAVTR (local ad valorem tax reduction fund) was also was cut. The governor proposed funding at this reduced level for FY2004, but, with the expectation of a $200 million shortfall, more cuts were a possibility without new bonds or taxes.

Despite the expectation that the state's budget crisis will last several more years, the regents are proceeding with plans to implement performance funding. Legislation scheduled to go into effect in 2004 would tie new funding to the attainment of certain goals. The process of defining goals and designing separate "performance contracts" for each institution is under way.

The regents passed a policy requiring all degree-granting institutions to meet Higher Learning Commission requirements for North Central Accreditation. Supporting legislation that would allow the six technical colleges to have independent, locally elected boards was pending in spring 2003. This policy change will not affect the remaining four technical schools.

Community Colleges

Number of Colleges

Public	22
Independent	3
Tribal	0

Credit Enrollment

Fall 1998	65,898
Fall 2001	71,117
Full-year 2000-2001	122,061
% of population served	6.2%

Student Characteristics

Gender	
Male	42.2%
Female	57.8%
Attendance status	
Full-time	36.5%
Part-time	64.1%
Race/ethnicity	
African American	6.4%
Asian/Pacific	2.0%
Hispanic	4.4%
Native American	2.0%
% minority	*14.8%*
White	77.4%
Other	7.7%

Age	Part-time	Full-time
17 & younger	16.3%	2.1%
18 to 21	22.9%	72.5%
22 to 29	21.4%	16.3%
30 to 39	15.4%	5.7%
40 & older	23.9%	3.3%

Average Faculty Salary

Public 2-year	$38,010
Public 4-year	$50,404
Independent 2-year	$26,555
Independent 4-year	$33,711

Full-Time Employees

	#	% newly hired
Faculty	2,713	4.7%
Executive/management	565	2.5%
Other administrators	327	1.8%
Other professionals	2,040	4.4%
All staff	8,632	5.8%

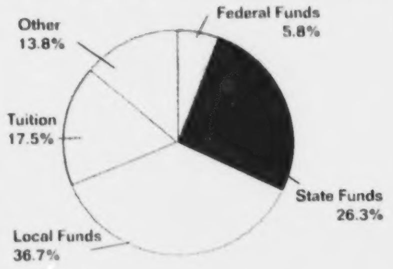
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,379
Public 4-year	$6,650
Median income, family of 4	$56,784
Tuition as a % of family income	
Public 2-year	2.4%
Public 4-year	11.7%

Expenditures

Total	$348,358,718
Student-related	67.8%
Instructional	*37.7%*
Non-student	32.2%

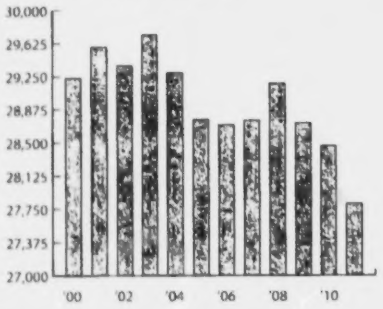
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	6.3%	6.8%
Asian/Pacific	1.8%	2.1%
Hispanic	5.2%	6.7%
Native American	0.9%	0.9%
% minority	*14.1%*	*16.6%*
White	85.9%	83.4%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	88.1%	14
Bachelor's degree	27.3%	15

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	6,361	31
Net international	37,661	27

Rural/Urban Population

% in metropolitan area	56.6%
% in nonmetropolitan area	43.4%

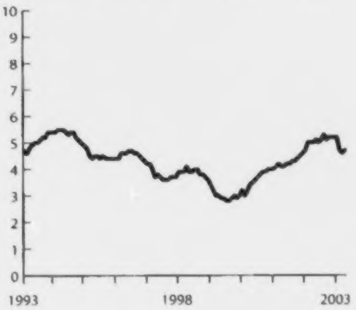
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Geological/petroleum techs	$50,400
Dental hygienists	$49,200
Electrical/electronics repairers, powerhouse, substation, relay	$48,700
Computer specialists, misc	$46,900
Radiation therapists	$46,800

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	4,300	73%
Paralegals/legal assistants	750	71%
Surgical techs	600	70%
Respiratory therapists	750	66%
Cardiovascular techs	150	64%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	100	-29%
Electronic home entertainment equip repairers	450	-16%
Radio mechanics	100	-16%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	884	782
LPNs	280	249
EMTs	84	54
Dental hygienists	51	52
Radiation techs	65	58
Lab techs	119	105
Respiratory techs	29	31

Gross State Product (in billions)

Amount	$85.1
National rank	31

Change in Number of Businesses 1995–2000

#	4,045
% change	5.7%

Kentucky

More course choices and a simple registration process are the most obvious benefits created by the Kentucky Community and Technical College System (KCTCS) for its students. Hundreds of new programs—mostly in occupational and technical areas—were approved by the system's board of regents between 1997 and 2003. Associate of applied science transfer degrees have also been approved. A single, Kentucky-wide registration process and a uniform tuition rate—raised to $68 per credit hour after state funding cuts—simplify simultaneous multicampus and online enrollment. Overall, the system enrolled 15,000 more students in 2003 than in 2001.

KCTCS was created by the Postsecondary Education Improvement Act of 1997 and was preceded by K–12 reforms. The new system merged 13 community colleges that were part of the University of Kentucky and 25 technical colleges that were controlled by a department of the commonwealth. One president oversees the system, which has evolved into 16 districts with 62 campuses, and district boards are part of the system's governance. Lexington Community College, on the University of Kentucky campus, is part of the university system. Differences in tenure policies, salaries, and nomenclature were among the challenges of blending the two systems. Single processes have been adopted or are in the works for most of these personnel issues.

Despite declining state support, industry partnerships and major grants have helped Kentucky make significant strides in education technology.

Having accomplished its merger, the system now faces significant funding challenges. The substantial financial support KCTCS enjoyed in its early years dissipated as the state economy declined. It has lost $7.7 million in its permanent funding base since FY2002. The system was also hurt by the Kentucky General Assembly's indecision about its FY2002 and FY2003 budgets and use of nonrecurring monies to fund ongoing programs as it dealt with a $350 million shortfall.

In 2003, when Kentucky's education entities lobbied the General Assembly together for the first time, KCTCS received an additional $3.8 million for enrollment growth in FY2004. But its overall appropriation was still less than that of FY2002, and it was $20 million short of the funding level recommended by the Kentucky Council on Postsecondary Education, which coordinates all higher education institutions in Kentucky. In addition to raising tuition, KCTCS's board of regents has responded to the cuts by restricting hiring and purchases, reducing employees' travel and overtime, and delaying opening new facilities.

Despite declining state support, industry partnerships and major grants have helped Kentucky make significant strides in education technology. A $50 million partnership with Cisco Systems, Inc., resulted in a network of academies that train faculty and students to design, build, and maintain computer networks. Microsoft Corporation gave KCTCS $10 million in software and $300,000 through the Working Connections program of the American Association of Community Colleges. National Science Foundation grants were used to create a remedial math network, an information technology (IT) program, and a regional center for training faculty to use new technologies. KCTCS also has ACT Centers for assessment and training of workplace skills. To further extend technology know-how, KCTCS allows secondary school teachers to take IT courses for free when space is available.

Community Colleges

Number of Colleges	
Public	18
Independent	2
Tribal	0

Credit Enrollment	
Fall 1998	43,960
Fall 2001	54,173
Full-year 2000–2001	70,579
% of population served	2.3%

Student Characteristics		
Gender		
Male		38.0%
Female		62.0%
Attendance status		
Full-time		48.3%
Part-time		51.7%
Race/ethnicity		
African American		9.1%
Asian/Pacific		0.9%
Hispanic		1.1%
Native American		0.4%
% minority		*11.5%*
White		84.5%
Other		4.0%
Age	Part-time	Full-time
17 & younger	5.0%	0.3%
18 to 21	19.8%	59.9%
22 to 29	29.4%	24.3%
30 to 39	21.6%	10.0%
40 & older	24.2%	5.5%

Average Faculty Salary	
Public 2-year	$39,277
Public 4-year	$50,558
Independent 2-year	—
Independent 4-year	$40,263

Full-Time Employees	#	% newly hired
Faculty	1,981	15.5%
Executive/management	206	7.8%
Other administrators	55	14.5%
Other professionals	826	16.2%
All staff	4,598	15.2%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,376
Public 4-year	$6,921
Median income, family of 4	$51,249
Tuition as a % of family income	
Public 2-year	2.7%
Public 4-year	13.5%

Expenditures	
Total	$54,076,512
Student-related	73.6%
Instructional	*43.8%*
Non-student	26.4%

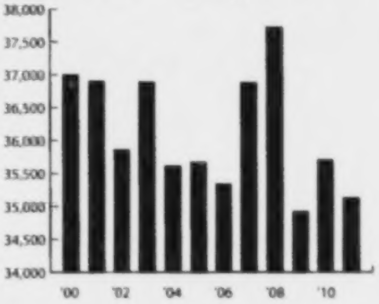
Sources of Revenue for FY 2000/2001

No information available

State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	7.1%	7.3%
Asian/Pacific	0.7%	0.8%
Hispanic	0.8%	1.0%
Native American	0.2%	0.2%
% minority	*8.8%*	*9.3%*
White	91.2%	90.7%

Projected Number of High School



Graduates 2000–2011

Educational Attainment, People 25 and Older	%	State rank
High school	78.7%	49
Bachelor's degree	20.5%	43

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	66,069	19
Net international	24,352	34

Rural/Urban Population	
% in metropolitan area	48.8%
% in nonmetropolitan area	51.2%

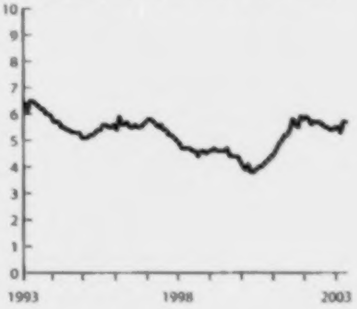
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Ship engineers	$59,400
Dental hygienists	$47,300
Electrical/electronics repairers, commercial/industrial	$47,300
Aerospace engineering techs	$45,500
Electrical, electronic engineering techs	$43,600

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	4,450	97%
Paralegals/legal assistants	1,550	65%
Occupational therapy assistants/aides	200	51%
Data processing equipment repairers	950	47%
Cardiovascular techs	350	47%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	400	-36%
Barbers	1,600	-6%
Electronic home entertainment equip repairers	450	-2%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	833	782
LPNs	262	249
EMTs	75	54
Dental hygienists	44	52
Radiation techs	65	58
Lab techs	106	105
Respiratory techs	47	31

Gross State Product (in billions)	
Amount	$118.5
National rank	27

Change in Number of Businesses 1995–2000	
#	4,798
% change	5.6%

Louisiana

Enrollments continue to grow in the reconfigured Louisiana Community and Technical College System. Baton Rouge Community College has experienced 50% growth rates, and a new college, Louisiana Delta Community College, opened in fall 2001 with strong student interest. Construction has started on a new $45 million campus for Bossier Parish Community College, the largest state-financed construction project in northwestern Louisiana since 1970.

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Despite these gains, Louisiana struggles with huge numbers of high school students dropping out and a low rate of literacy that accompanies the widespread lack of schooling. The community college system is trying to reverse these cultural trends with a public information campaign funded with a $100,000 grant from the Ford Foundation. The public awareness campaign encourages prospective first-generation college students and their parents to give higher education a try.

Historically, adults in Louisiana had just two public higher education options: the four-year university system and local technical institutes. There were only three community colleges in Louisiana before November 1998, when voters approved a constitutional amendment that led to the creation of the new system of two-year colleges. Louisiana now has seven separately accredited community colleges in the major population areas of the state. The system also includes Louisiana Technical College, the umbrella under which the 42 free-standing technical institutes have been gathered.

The challenges facing the Louisiana Community and Technical College System are expected to increase in 2005, when the state's public four-year colleges and universities begin requiring for admission a minimum ACT score that is higher than the statewide average score. The new admission standards also include completion of a sequence of college preparatory courses. When these standards go into effect, the community and technical college system will be the sole source of remedial education services in Louisiana public higher education.

All the community colleges' general education courses gained a place on the Board of Regents' General Education Matrix. This means the community colleges' general education courses are now accepted for transfer at all of the state's four-year institutions. Louisiana Technical College, however, is still developing its articulation agreements. This process is part of its effort to attain academic accreditation in addition to its technical accreditations. The college is also working with business and industry to modernize its occupational and technical training. Some of its sites may be consolidated or closed as upgrading proceeds.

The system began a teacher preparation initiative in 2002 and may add a component for people with bachelor's degrees to attain teaching certificates.

Community Colleges

Number of Colleges

Public	11
Independent	0
Tribal	0

Credit Enrollment

Fall 1998	26,738
Fall 2001	32,981
Full-year 2000–2001	46,820
% of population served	1.4%

Student Characteristics

Gender	
Male	36.6%
Female	63.4%
Attendance status	
Full-time	50.5%
Part-time	49.5%
Race/ethnicity	
African American	31.5%
Asian/Pacific	1.3%
Hispanic	2.5%
Native American	1.1%
% minority	*36.4%*
White	57.3%
Other	6.2%

Age	Part- time	Full-time
17 & younger	3.7%	4.1%
18 to 21	22.7%	55.8%
22 to 29	34.1%	24.9%
30 to 39	21.3%	9.7%
40 & older	18.2%	5.5%

Average Faculty Salary

Public 2-year	$35,248
Public 4-year	$44,885
Independent 2-year	—
Independent 4-year	$54,587

Full-Time Employees

	#	% newly hired
Faculty	744	7.7%
Executive/management	145	4.1%
Other administrators	19	5.3%
Other professionals	191	7.9%
All staff	1,667	7.8%

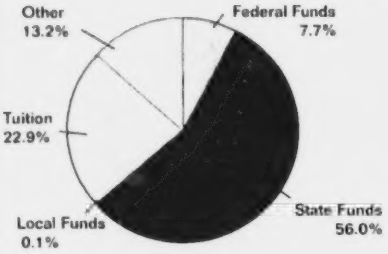
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$929
Public 4-year	$6,304
Median income, family of 4	$47,363
Tuition as a % of family income	
Public 2-year	2.0%
Public 4-year	13.3%

Expenditures

Total	$136,268,180
Student-related	76.4%
Instructional	*43.2%*
Non-student	23.6%

Sources of Revenue for FY 2000/2001

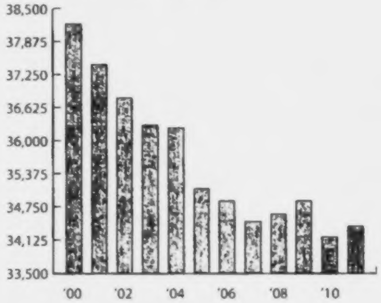


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	32.5%	33.9%
Asian/Pacific	1.3%	1.7%
Hispanic	2.7%	3.3%
Native American	0.4%	0.4%
% minority	*36.9%*	*39.3%*
White	63.1%	60.7%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	80.8%	44
Bachelor's degree	22.5%	40

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	-10,995	37
Net international	32,715	30

Rural/Urban Population

% in metropolitan area	75.4%
% in nonmetropolitan area	24.6%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Commercial pilots	$56,200
Industrial engineering techs	$50,100
Dental hygienists	$48,800
Chemical techs	$48,300
Electro-mechanical techs	$48,100

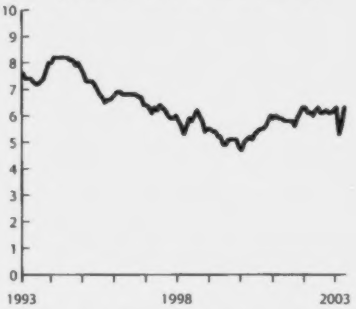
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	1,650	86%
Paralegals/legal assistants	1,900	49%
Data processing equipment repairers	350	44%
Medical records, health info techs	1,150	41%
Physical therapy assistants/aides	1,000	40%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Station installers, repairers—telephone	450	-38%
Barbers	200	-3%
Electronic home entertainment equip repairers	200	-3%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	834	782
LPNs	388	249
EMTs	46	54
Dental hygienists	37	52
Radiation techs	58	58
Lab techs	124	105
Respiratory techs	36	31

Gross State Product (in billions)

Amount	$137.7
National rank	24

Change in Number of Businesses 1995–2000

#	4,953
% change	5.2%

Maine

Maine's technical colleges made the transition to comprehensive community colleges in 2003. Legislation creating the Maine Community College System (MTCS) had the support of the governor, a bipartisan majority of the legislature, and business leaders, and the endorsement of the system's faculty and staff. Proponents expect the change to encourage more Maine residents to attain college degrees and that having more college graduates in Maine will attract new businesses to the state and eventually raise the per capita income.

The state budget for FY2004 included $1 million in special funding to enhance student advising and developmental programs within the new MTCS. In their plan to convert the system, MTCS leaders planned not only to accommodate more newcomers to higher education, but also to expand programs, add faculty, purchase equipment, and modernize facilities.

In response to a shortage of nurses, the system combined special state funding with a Betterment Fund grant to expand associate degree nursing programs in a rural northern county and in the metropolitan center of the state.

The groundwork for the transition was laid during the 1990s, when the public two-year technical college system, which began in 1946 as vocational technical institutes run by the state's education department, strengthened its liberal arts curriculum and expanded its occupational programs beyond Maine's traditional fishing, textile, and manufacturing trades. In 1986, the legislature spun the institutes off into a system with its own board of trustees. Three years later, the institutes were renamed as technical colleges to reflect their broader role in postsecondary education.

The addition of an Associate of Arts General/Liberal Studies degree in 1998 was another turning point for the system and its growth. By 2001, one-sixth of the system's students were enrolled in this program. Overall enrollment in degree and certificate programs at the system's colleges and off-campus centers grew by 12% from fall 2000 to fall 2001. Enrollment was up by 17% in fall 2002, and early applications for fall 2003 were up by 20%.

From 1998 to 2003, Maine kept its tuition at $68 per credit hour. The system also uses a gift from The Bernard Osher Foundation to let people try college for free. More than 300 students received Osher scholarships to cover tuition for two courses during fall 2002.

In response to a shortage of nurses, the system combined special state funding with a Betterment Fund grant to expand associate degree nursing programs in a rural northern county and in the metropolitan center of the state. The Betterment Fund and several health care facilities are also providing 30 scholarships to MTCS nursing students who agree to work at least one year in Maine after they graduate.

Community Colleges

Number of Colleges	
Public	8
Independent	2
Tribal	0

Credit Enrollment	
Fall 1998	11,558
Fall 2001	12,727
Full-year 2000–2001	17,467
% of population served	1.8%

Student Characteristics		
Gender		
Male		40.9%
Female		59.1%
Attendance status		
Full-time		39.9%
Part-time		60.1%
Race/ethnicity		
African American		0.6%
Asian/Pacific		0.6%
Hispanic		0.4%
Native American		1.9%
% minority		*3.5%*
White		79.9%
Other		16.6%
Age	Part-time	Full-time
17 & younger	1.5%	0.7%
18 to 21	15.5%	52.5%
22 to 29	25.4%	22.6%
30 to 39	27.4%	14.0%
40 & older	30.2%	10.1%

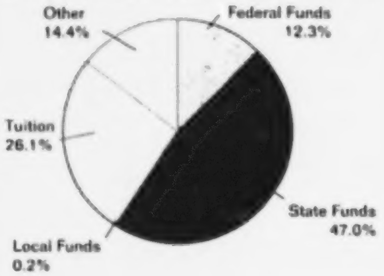
Average Faculty Salary	
Public 2-year	$39,923
Public 4-year	$48,854
Independent 2-year	$27,158
Independent 4-year	$54,507

Full-Time Employees	#	% newly hired
Faculty	422	5.5%
Executive/management	127	0%
Other administrators	5	80%
Other professionals	162	5.6%
All staff	993	6%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$2,599
Public 4-year	$9,361
Median income, family of 4	$56,186
Tuition as a % of family income	
Public 2-year	4.6%
Public 4-year	16.7%

Expenditures	
Total	$76,434,828
Student-related	75.8%
Instructional	*42.8%*
Non-student	24.2%

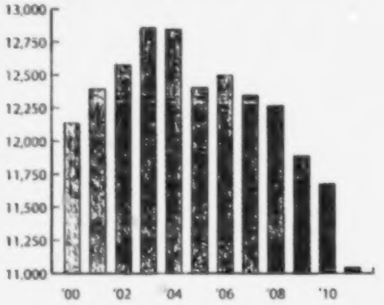
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	0.4%	0.4%
Asian/Pacific	0.8%	1.0%
Hispanic	0.7%	1.0%
Native American	0.5%	0.5%
% minority	*2.3%*	*2.9%*
White	97.7%	97.1%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	89.3%	12
Bachelor's degree	24.1%	28

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	29,245	25
Net international	7,381	43

Rural/Urban Population	
% in metropolitan area	40.3%
% in nonmetropolitan area	59.7%

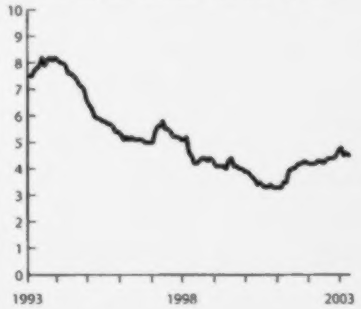
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Funeral directors	$51,100
Telecomm equip installers, repairers, except line installers	$49,400
Drafters, all other	$47,700
Computer specialists, misc	$47,600
Electrical, electronic engineering techs	$45,000

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	1,700	85%
Respiratory therapists	400	48%
Cardiovascular techs	150	46%
Data processing equipment repairers	400	44%
Occupational therapy assistants/aides	100	41%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Barbers	250	-12%
Broadcast, sound techs	150	-7%
Electronic home entertainment equip repairers	150	-5%
Electronics repairers, commercial/industrial equip	300	-4%
Photographers	650	-2%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	1,025	782
LPNs	214	249
EMTs	90	54
Dental hygienists	56	52
Radiation techs	67	58
Lab techs	84	105
Respiratory techs	32	31

Gross State Product (in billions)	
Amount	$36.0
National rank	44

Change in Number of Businesses 1995–2000	
#	3,168
% change	8.7%

Maryland

Maryland's community colleges have developed a fully articulated Associate of Arts in Teaching (AAT) degree to address an anticipated teacher shortage. It is estimated that Maryland will need 8,000 new teachers per year during the next decade. In the past, bachelor's programs have produced about 2,500 new teachers annually. The new degree improves and coordinates the elementary teacher preparation curriculum at Maryland's community colleges. AAT students receive in-school experience and take courses in education theory, special education, and educational psychology identical to those previously offered only at four-year institutions.

The AAT also replaces 352 separate articulation agreements with one, which stipulates that those who graduate with a 2.75 GPA or better will be accepted as juniors in teacher preparation programs at 22 public and independent four-year institutions in Maryland. Transferring students must pass the first section of the three-part certification exam. The AAT for elementary education has been so successful that efforts are under way to expand it to preparation programs for secondary school teachers. It is also considered a model for faculty in other disciplines to develop seamless transfer programs.

> Maryland's community colleges have developed a fully articulated Associate of Arts in Teaching degree to address an anticipated teacher shortage.

Maryland's State Higher Education Plan encourages community colleges to match the state's needs with their course offerings. State leaders are pushing higher education to manage toward results. In 2001, the community colleges developed 39 mission-driven performance measures. The accountability indicators were not tied to funding initially, although goals were established.

State budget constraints mean that funding increases scheduled for Maryland's community colleges have evaporated. The community colleges endured a 4% cut in direct state aid during FY2003 that left them with $212 million. Flat funding is the best the colleges can hope for in FY2004. The budget proposal that would provide this maintenance level of funding included tax increases, which the governor vowed to veto; therefore, cuts to higher education and in local government aid that indirectly supports the colleges seem likely.

There is no improvement in sight for the fiscal situation. With the passage of the Thornton Commission Recommendations and a significant income tax reduction in 2002, Maryland faces a long-term structural deficit. The Thornton legislation requires $1 billion in state investment in K–12 education during the next five years, without any provision for additional revenue. Consequently, anything lawmakers deem discretionary is at risk as they try to fill the growing budget gap.

Several Maryland colleges benefited from the dot-com bust by purchasing used, state-of-the art equipment at auctions or by accepting donated equipment from companies going out of business.

Community Colleges

Number of Colleges	
Public	18
Independent	1
Tribal	0

Credit Enrollment	
Fall 1998	76,976
Fall 2001	109,859
Full-year 2000–2001	167,478
% of population served	4.3%

Student Characteristics		
Gender		
Male		38.0%
Female		62.0%
Attendance status		
Full-time		33.9%
Part-time		66.1%
Race/ethnicity		
African American		28.1%
Asian/Pacific		5.2%
Hispanic		4.0%
Native American		0.4%
% minority		*37.7%*
White		57.1%
Other		5.3%
Age	Part-time	Full-time
17 & younger	3.6%	1.4%
18 to 21	23.2%	71.8%
22 to 29	27.1%	17.7%
30 to 39	22.5%	6.1%
40 & older	23.6%	3.0%

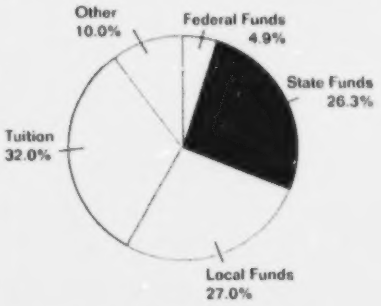
Average Faculty Salary	
Public 2-year	$48,510
Public 4-year	$55,601
Independent 2-year	—
Independent 4-year	$56,993

Full-Time Employees	#	% newly hired
Faculty	2,134	4.5%
Executive/managerial	532	2.8%
Other administrators	24	0%
Other professionals	1,251	5.2%
All staff	6,838	4.3%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$2,271
Public 4-year	$10,846
Median income, family of 4	$77,562
Tuition as a % of family income	
Public 2-year	2.9%
Public 4-year	14.0%

Expenditures	
Total	$468,789,210
Student-related	70.3%
Instructional	*41.6%*
Non-student	29.7%

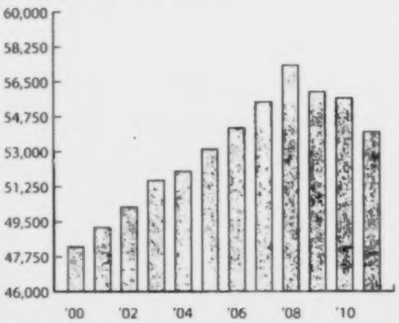
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	27.7%	29.8%
Asian/Pacific	4.0%	5.0%
Hispanic	4.1%	5.3%
Native American	0.3%	0.3%
% minority	*36.1%*	*40.4%*
White	63.9%	59.6%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	85.7%	27
Bachelor's degree	32.3%	4

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-94,114	41
Net international	215,246	9

Rural/Urban Population	
% in metropolitan area	92.7%
% in nonmetropolitan area	7.3%

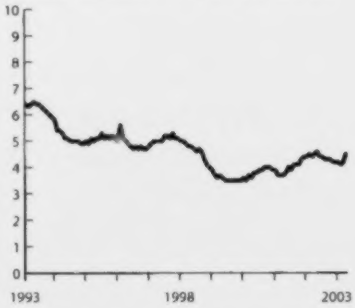
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Ship engineers	$66,400
Respiratory therapy techs	$62,500
Registered nurses	$56,500
Computer specialists, misc	$52,900
Nuclear medicine techs	$52,300

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	10,950	126%
Paralegals/legal assistants	1,900	60%
Physical therapy assistants/aides	1,450	49%
Occupational therapy assistants/aides	450	47%
Cardiovascular techs	250	43%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Barbers	600	-9%
Electronic home entertainment equip repairers	550	-8%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	856	782
LPNs	180	249
EMTs	52	54
Dental hygienists	52	52
Radiation techs	58	58
Lab techs	132	105
Respiratory techs	33	31

Gross State Product (in billions)	
Amount	$186.1
National rank	16

Change in Number of Businesses 1995–2000	
#	6,117
% change	5.0%

Massachusetts

An early retirement program offered to all state employees led to sudden changes in community college personnel just as the institutions were deciding how to handle budget cuts. All the deans at one Massachusetts community college took the buyout, which was based on a combination of age and years of service. Another college lost all its nursing instructors. The loss of institutional memory was a significant challenge for some institutions. Furthermore, this loss was compounded by the legislature's decision to fund the vacated posts at just 20% of the retiring employee's salary. Consequently, many of those promoted from within the colleges to fill vacancies found themselves working two jobs—their previous job and their new post—for only slightly more money. In another effort to save money, the governor vetoed appropriations for all new collective bargaining agreements. Community colleges' support staffers were among those whose raises were not funded.

An early retirement program offered to all state employees led to sudden changes in community college personnel just as the institutions were deciding how to handle budget cuts.

The community colleges' financial problems began in 2001, when the legislature did not agree on a new budget until five months after the fiscal year began. During the unusually long budget battle, colleges received monthly appropriations based on their previous year's spending. When the budget was finalized, however, it contained cuts that colleges had to adjust to in the latter half of the budget cycle.

On the plus side, community colleges attained workforce development funding for the first time. In the past, the commonwealth did not fund noncredit courses, nor did it fund courses taught after 5:00 p.m. Legislators agreed to give the community colleges 20 cents for every dollar they obtain with private-sector training contracts.

Massachusetts' community colleges are experiencing historic enrollment gains: Full-time equivalent enrollments have increased by 15% since 1997. Some colleges reported double-digit growth between fall 2001 and spring 2002, and again in fall 2002. Despite budget constraints and enrollment growth, the state has maintained financial aid initiatives to make higher education more accessible to low-income residents. Since 1998, students with a family income of less than $36,000 a year may attend a public community college for free. Hope Scholarship recipients—with a family income of less than $80,000—pay just $500 per year.

A joint admissions program allows new community college students to identify the four-year program they eventually hope to attend. When students complete associate degrees with a GPA of 2.5 or better, they are guaranteed admission to the public four-year college or university of their choice. If they maintain a 3.0 GPA, they receive a 33% discount on their bachelor's degree tuition.

In fall 2002, a pilot project was launched to pool several community colleges' online courses in a collaborative effort with the state's four-year colleges. The program is intended ultimately to coordinate all the colleges' virtual offerings.

Community Colleges

Number of Colleges	
Public	17
Independent	9
Tribal	0

Credit Enrollment	
Fall 1998	77,300
Fall 2001	86,105
Full-year 2000–2001	122,157
% of population served	2.5%

Student Characteristics

Gender		
Male		39.7%
Female		60.3%
Attendance status		
Full-time		41.1%
Part-time		58.9%
Race/ethnicity		
African American		9.3%
Asian/Pacific		3.9%
Hispanic		8.6%
Native American		0.5%
% minority		*22.3%*
White		65.4%
Other		12.4%
Age	Part-time	Full-time
17 & younger	2.3%	4.0%
18 to 21	20.2%	65.8%
22 to 29	29.1%	19.2%
30 to 39	24.8%	6.8%
40 & older	23.6%	4.3%

Average Faculty Salary	
Public 2-year	$42,328
Public 4-year	$58,587
Independent 2-year	$37,463
Independent 4-year	$68,826

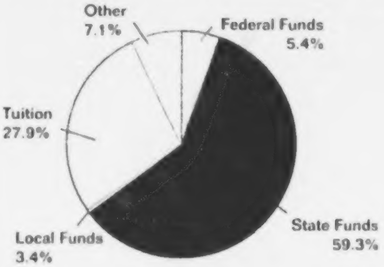
Full-Time Employees	#	% newly hired
Faculty	2,522	3.2%
Executive/management	613	1.3%
Other administrators	480	9.2%
Other professionals	697	7%
All staff	6,036	5.4%

Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,891
Public 4-year	$9,206
Median income, family of 4	$78,025
Tuition as a % of family income	
Public 2-year	2.4%
Public 4-year	11.8%

Expenditures	
Total	$478,777,020
Student-related	74.1%
Instructional	*37%*
Non-student	25.9%

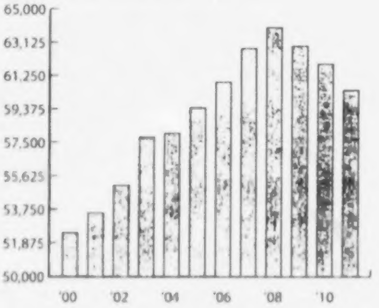
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	5.3%	6.1%
Asian/Pacific	3.8%	5.4%
Hispanic	7.0%	9.6%
Native American	0.2%	0.2%
% minority	*16.4%*	*21.3%*
White	83.6%	78.7%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	85.1%	32
Bachelor's degree	32.7%	3

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-296,490	45
Net international	301,830	7

Rural/Urban Population	
% in metropolitan area	98.5%
% in nonmetropolitan area	1.5%

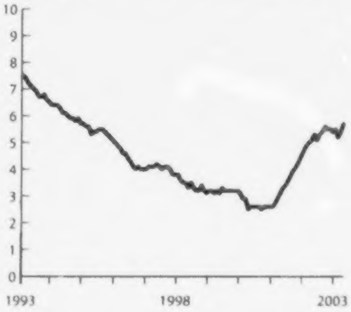
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Funeral directors	$73,600
Dental hygienists	$58,600
Telecomm equip installers, repairers, except line installers	$55,700
Aerospace engineering techs	$54,000
Computer specialists, misc	$53,500

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	18,350	88%
Paralegals/legal assistants	3,300	64%
Dental hygienists	4,750	49%
Medical records, health info techs	2,500	37%
Physical therapy assistants/aides	2,050	35%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Barbers	300	-10%
Electronic home entertainment equip repairers	800	-10%
Broadcast, sound techs	1,050	-7%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	1194	782
LPNs	277	249
EMTs	78	54
Dental hygienists	77	52
Radiation techs	71	58
Lab techs	124	105
Respiratory techs	26	31

Gross State Product (in billions)	
Amount	$284.9
National rank	11

Change in Number of Businesses 1995–2000	
#	15,872
% change	9.9%

Michigan

Significant tax cuts and the national economic slowdown threaten the financial stability of Michigan's 28 community colleges. Many colleges are staying within their budgets by limiting enrollments in particular courses and eliminating expensive programs in health care, aviation, and technology. College personnel did not receive cost-of-living increases in FY2002, so they were funded at 2001 levels. With a $1 billion shortfall in the 2003 state budget, colleges braced for the possibility of layoffs or other major cuts.

Because enrollments are not a key criterion in the state funding formula, community colleges have not had financial incentives to increase enrollments. Consequently, credit enrollments peaked in the early 1990s and have since dropped to 1984 levels. Noncredit enrollments also have declined. Community college credits transfer readily to the state's regional universities and to private colleges and universities. In the absence of statewide articulation agreements, however, credit transfer continues on a course-by-course, institution-by-institution basis.

> Many colleges are staying within their budgets by limiting enrollments in particular courses and eliminating expensive programs in health care, aviation, and technology.

There is no statewide coordinating board in Michigan. Community college trustees are elected locally. The colleges and their boards work collaboratively through the Postsecondary Services Division of the Michigan Department of Career Development. As a coordinating agency, this department encourages participation in statewide activities but has no authority.

The Postsecondary Services Division works with the Michigan Community College Association, whose members are community college chief executives and trustees. Their largest project is the Michigan Community College Virtual Learning Collaborative. All 28 colleges' online courses are accredited. The association also sponsors workshops and mentorships through its Emerging Leaders Academy. Michigan Technical Education Centers have been built at 15 community colleges. These facilities offer self-paced, skill-based training and open entry and exit. The centers are part of the Michigan Economic Development Corporation.

Despite the economic slowdown, about half of Michigan's community colleges have plans for new construction and major renovations. The state uses bonds to raise money for capital outlays, which must be matched by the colleges. Since the early 1990s, $500 million has been spent on community college capital projects.

Community Colleges

Number of Colleges

Public	28
Independent	2
Tribal	2

Credit Enrollment

Fall 1998	192,092
Fall 2001	183,611
Full-year 2000–2001	295,064
% of population served	4.0%

Student Characteristics

Gender		
Male		41.8%
Female		58.2%
Attendance status		
Full-time		31.0%
Part-time		69.0%
Race/ethnicity		
African American		11.1%
Asian/Pacific		1.9%
Hispanic		2.3%
Native American		1.0%
% minority		*16.3%*
White		75.6%
Other		8.1%
Age	Part-time	Full-time
17 & younger	4.1%	1.7%
18 to 21	27.5%	69.5%
22 to 29	29.9%	18.8%
30 to 39	19.7%	6.2%
40 & older	18.8%	3.8%

Average Faculty Salary

Public 2-year	$58,510
Public 4-year	$60,380
Independent 2-year	$19,927
Independent 4-year	$45,418

Full-Time Employees	#	% newly hired
Faculty	2,804	4.3%
Executive/management	906	4.4%
Other administrators	154	1.9%
Other professionals	868	2.3%
All staff	7,868	5.1%

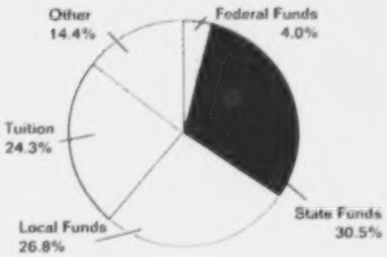
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,739
Public 4-year	$9,841
Median income, family of 4	$68,740
Tuition as a % of family income	
Public 2-year	2.5%
Public 4-year	14.3%

Expenditures

Total	$991,623,650
Student-related	70.6%
Instructional	*37%*
Non-student	29.4%

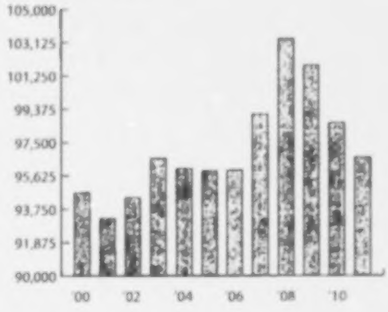
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	14.6%	15.4%
Asian/Pacific	1.6%	2.1%
Hispanic	2.7%	3.3%
Native American	0.6%	0.6%
% minority	*19.5%*	*21.4%*
White	80.5%	78.6%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	86.2%	24
Bachelor's degree	23.0%	36

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-429,642	47
Net international	112,426	14

Rural/Urban Population

% in metropolitan area	82.2%
% in nonmetropolitan area	17.8%

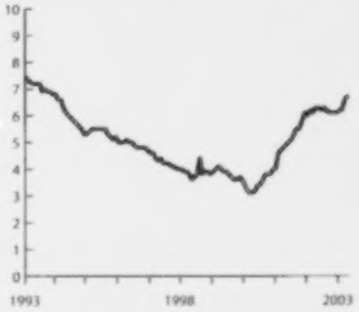
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Forensic science techs	$51,000
Drafters, all other	$50,400
Electrical/electronics repairers, powerhouse, substation, relay	$49,300
Sound engineering techs	$49,100
Dental hygienists	$47,800

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	11,550	90%
Paralegals/legal assistants	2,050	39%
Respiratory therapists	3,100	37%
Cardiovascular techs	1,000	35%
Data processing equipment repairers	1,400	30%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers--telephone	350	-45%
Radio mechanics	150	-19%
Electronic home entertainment equip repairers	1,250	-14%
Medical secretaries	7,350	-7%
Veterinary techs	1,000	-6%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	798	782
LPNs	178	249
EMTs	52	54
Dental hygienists	80	52
Radiation techs	61	58
Lab techs	96	105
Respiratory techs	30	31

Gross State Product (in billions)

Amount	$325.4
National rank	9

Change in Number of Businesses 1995–2000

#	9,939
% change	4.4%

Minnesota

A strategic plan for The Minnesota State Colleges and Universities emphasizes increasing access, expanding learning options, strengthening community development, and encouraging economic vitality. Steps to achieve these goals include maintaining affordability, increasing support of higher education, aligning the system's technology infrastructure, and developing integrated system plans.

Thirty-four institutions compose The Minnesota State Colleges and Universities. They include community colleges, technical colleges, combined technical and community colleges, and universities. One board of trustees and one chancellor have directed all of higher education in Minnesota since reform legislation went into effect in 1995.

Trustee Robert Erickson raised $25,000 and public awareness about problems with the state's financial aid program during a 29-day bike trip to all 53 campuses of The Minnesota State Colleges and Universities.

The combined technical and community colleges offer the full array of vocational and transfer programs previously offered by separate institutions that were located near one another. The lines between technical colleges and community colleges have blurred in recent years as the technical colleges began offering general education courses in addition to job-skill training. A 40-credit package of general education courses, known as The Minnesota Transfer Curriculum, articulates throughout the state. The system does not have common course numbering, however.

Funding is a major issue for the system, which endured a $23 million cut in its state appropriation for FY2003. It responded by cutting administrative costs, spending down reserves, and restructuring some operations. Tuitions were raised about 10%, although the increase varied from institution to institution. The average annual tuition for two-year colleges was $3,040 in 2002–2003, which was competitive and considerably less than university charges. Despite the tuition hikes, enrollments grew at a record pace in 2001 and 2002.

Trustee Robert Erickson raised $25,000 and public awareness about problems with the state's financial aid program during a 29-day bike trip to all 53 campuses of The Minnesota State Colleges and Universities. Erickson contends that the financial aid system favors full-time, traditional-aged students. The money he raised during the highly publicized tour will fund a part-time student scholarship. About 47% of the system's students attend class part time, and about 48% of the students are 25 and older.

Community Colleges

Number of Colleges	
Public	29
Independent	3
Tribal	3

Credit Enrollment	
Fall 1998	50,995
Fall 2001	96,580
Full-year 2000–2001	140,185
% of population served	3.9%

Student Characteristics		
Gender		
Male		47.8%
Female		52.2%
Attendance status		
Full-time		46.0%
Part-time		54.0%
Race/ethnicity		
African American		4.5%
Asian/Pacific		2.6%
Hispanic		1.2%
Native American		1.1%
% minority		*9.4%*
White		64.7%
Other		25.7%
Age	Part- time	Full-time
17 & younger	9.4%	4.7%
18 to 21	20.0%	63.1%
22 to 29	26.9%	19.8%
30 to 39	21.4%	7.5%
40 & older	22.3%	5.0%

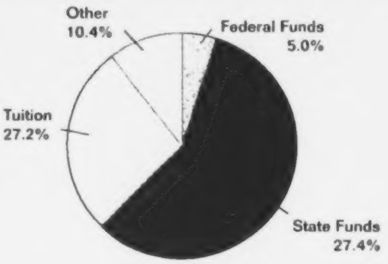
Average Faculty Salary	
Public 2-year	$46,683
Public 4-year	$58,742
Independent 2-year	$36,428
Independent 4-year	$47,750

Full-Time Employees	#	% newly hired
Faculty	2,653	3%
Executive/management	349	1.1%
Other administrators	186	1.1%
Other professionals	699	6%
All staff	5,486	4.4%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$2,512
Public 4-year	$8,146
Median income, family of 4	$70,553
Tuition as a % of family income	
Public 2-year	3.6%
Public 4-year	11.5%

Expenditures	
Total	$543,096,820
Student-related	78.4%
Instructional	*42.9%*
Non-student	21.6%

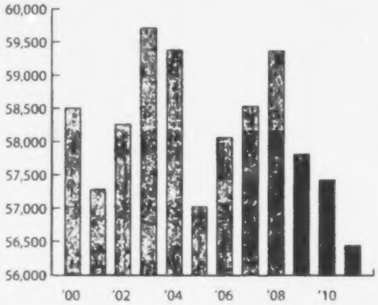
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	3.1%	3.9%
Asian/Pacific	2.8%	3.7%
Hispanic	2.0%	2.6%
Native American	1.3%	1.5%
% minority	*9.2%*	*11.7%*
White	90.8%	88.3%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	90.8%	3
Bachelor's degree	31.2%	7

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-8,453	36
Net international	68,543	20

Rural/Urban Population	
% in metropolitan area	70.4%
% in nonmetropolitan area	29.6%

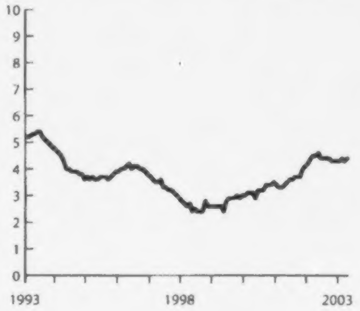
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Computer specialists, misc	$59,500
Dental hygienists	$53,100
Diagnostic medical sonographers	$51,000
Telecomm equip installers, repairers, except line installers	$49,400
Registered nurses	$48,600

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	10,300	87%
Paralegals/legal assistants	2,500	55%
Medical records, health info techs	1,700	45%
Cardiovascular techs	350	40%
Respiratory therapists	1,250	38%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Electronic home entertainment equip repairers	600	-15%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	957	782
LPNs	353	249
EMTs	62	54
Dental hygienists	66	52
Radiation techs	59	58
Lab techs	127	105
Respiratory techs	26	31

Gross State Product (in billions)	
Amount	$184.8
National rank	17

Change in Number of Businesses 1995–2000	
#	13,153
% change	10.4%

Mississippi

Mississippi's public community colleges work with the National Aeronautics and Space Administration (NASA) on teacher preservice programs. NASA's grant, awarded in 2002, helps the community colleges enhance their math and science courses for students planning to become teachers, which is particularly important because approximately 70% of Mississippi's teachers begin their postsecondary education at community colleges. For many K–8 teachers, the math and science courses they take as community college students are the only ones required for their bachelor's degrees.

A joint initiative by the Mississippi State Board for Community and Junior Colleges (SBCJC) and the state department of education creates alternative certification for people willing to teach in rural areas.

As part of the grant, which will provide $150,000 to $200,000 over three years, NASA employees work with faculty and students during campus visits and assist with workshops. The space agency also allows some of its facilities at the Stennis Space Center to be used for instructional purposes. NASA used a similar grant several years ago to help several Mississippi community colleges develop Geographic Information System (GIS) curricula.

A joint initiative by the Mississippi State Board for Community and Junior Colleges (SBCJC) and the state department of education creates alternative certification for people willing to teach in rural areas. Three community colleges offer the program to individuals who have four-year degrees but lack the education training necessary to obtain the standard teacher certification. These colleges offer courses in pedagogy and other teaching skills during intensive summer programs. The board is also coordinating $100 million in workforce training programs that community colleges offer to employees of a new Nissan automobile manufacturing facility near Jackson.

The teacher initiatives and Nissan training were among the few bright spots for Mississippi's junior and community colleges between FY2000 and FY2003, when they lost $46.6 million, or 23.2%, of their state funding. The autonomous colleges responded by raising tuition, limiting purchases and travel, and, in some instances, reducing staff despite growing credit and noncredit enrollments. The community and junior colleges received some relief in FY2004 with a new funding formula that will be phased in over four years, providing for allocations based on full-time equivalent students rather than headcount, and special funding for high-cost programs. In the FY2004 budget, the system's appropriation will be $172.4 million, which includes a 4.2% increase in funding, a nearly $7 million boost.

Settlement of a desegregation case, pending for more than 25 years, may end a major distraction for those involved in higher education. None of the $503 million settlement a federal judge approved will go to any community colleges, however, including those that are historically black.

The SBCJC continues to lobby for control of postsecondary vocational programs that have been the responsibility of the state department of education. Community colleges already provide most of Mississippi's workforce training. The coordinating board did experience a setback when it lost a lawsuit to stop the University of Southern Mississippi from building a new campus near Mississippi Gulf Coast Community College. The SBCJC had argued that state statutes gave it sole power to determine the location of off-campus, lower-division courses.

Community Colleges

Number of Colleges

Public	16
Independent	1
Tribal	0

Credit Enrollment

Fall 1998	57,466
Fall 2001	58,701
Full-year 2000–2001	87,170
% of population served	4.2%

Student Characteristics

	Part-time	Full-time
Gender		
Male		38.9%
Female		61.1%
Attendance status		
Full-time		74.3%
Part-time		25.7%
Race/ethnicity		
African American		36.4%
Asian/Pacific		0.6%
Hispanic		0.6%
Native American		0.6%
% minority		*38.2%*
White		59.5%
Other		2.3%
Age		
17 & younger	2.3%	0.9%
18 to 21	23.9%	67.5%
22 to 29	32.2%	19.2%
30 to 39	22.6%	8.0%
40 & older	19.0%	4.4%

Average Faculty Salary

Public 2-year	$39,111
Public 4-year	$46,751
Independent 2-year	$26,342
Independent 4-year	$39,200

Full-Time Employees

	#	% newly hired
Faculty	3,161	6.8%
Executive/management	407	0.7%
Other administrators	68	1.5%
Other professionals	2,074	7.8%
All staff	9,239	7.4%

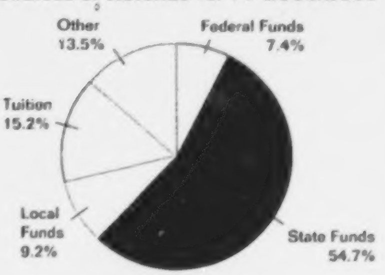
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,134
Public 4-year	$7,181
Median income, family of 4	$46,331
Tuition as a % of family income	
Public 2-year	2.4%
Public 4-year	15.5%

Expenditures

Total	$335,251,218
Student-related	78%
Instructional	*47%*
Non-student	22%

Sources of Revenue for FY 2000/2001

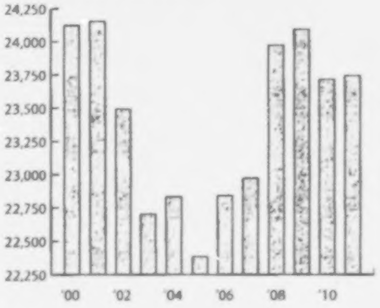


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	35.9%	36.2%
Asian/Pacific	0.7%	0.8%
Hispanic	0.8%	1.0%
Native American	0.3%	0.3%
% minority	*37.7%*	*38.3%*
White	62.3%	61.7%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	80.3%	45
Bachelor's degree	18.7%	48

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	47,824	22
Net international	9,730	41

Rural/Urban Population

% in metropolitan area	32.1%
% in nonmetropolitan area	67.9%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Chemical techs	$57,300
Radiation therapists	$47,700
Electrical/electronics repairers, powerhouse, substation, relay	$42,400
Ship engineers	$42,200
Nuclear medicine techs	$42,200

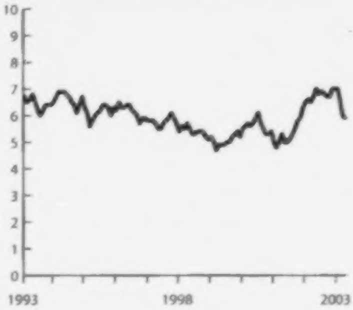
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Paralegals/legal assistants	1,200	73%
Computer support specialists	1,050	58%
Manicurists	100	57%
Funeral directors, morticians	450	51%
Medical records, health info techs	1,100	42%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Station installers, repairers—telephone	300	-42%
Electronic home entertainment equip repairers	100	-11%
Broadcast, sound techs	200	-9%
Radio mechanics	50	-5%
Sales agents, real estate	1,050	-3%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	750	782
LPNs	325	249
EMTs	68	54
Dental hygienists	19	52
Radiation techs	58	58
Lab techs	110	105
Respiratory techs	33	31

Gross State Product (in billions)

Amount	$67.3
National rank	35

Change in Number of Businesses 1995–2000

#	2,693
% change	4.7%

Missouri

Higher education has borne the brunt of Missouri's state budget cuts. Expenditures for the state's community colleges, four-year colleges, and universities make up 12% of the state's budget but endured more than 37% of the cuts made to balance the state budget. Community colleges have responded by raising tuition substantially, spending reserves, and leaving vacant positions unfilled. During FY2002, the governor withheld 18.9% of what had been appropriated for higher education, including funding for the state's 12 community college districts. In FY2003, the situation worsened with a 10% cut in the reduced appropriation community colleges received the preceding year. In February 2003, another $3.2 million in community college funds were withheld. Consequently, state aid payments to the community colleges were proportionally reduced in May and June 2003.

> Expenditures for the state's community colleges, four-year colleges, and universities make up 12% of the state's budget but endured more than 37% of the cuts made to balance the state's budget.

For FY2004, the governor proposed $136.9 million for community colleges, which is what they were to receive in the original FY2003 budget. Given the midyear cuts, the state's debts, and the noneducational priorities identified by state leaders, funding at even that level seems unlikely. The Missouri Coordinating Board for Higher Education is among the agencies that suffered a deep cut in the budget process, losing 27% of its funding. When the liaison for community colleges and workforce development programs left the agency to become a community college president, his position was not filled, and state services to community colleges diminished further.

A new international program—paid for with a $300,000 federal grant—seeks to enhance the international component of Missouri community colleges' curricula. The U.S. Department of Education gave the grant to support the Missouri Community College Association's Consortium for Global Education, which is using the money to increase the number of sections and the variety of the foreign language courses at every Missouri community college, with plans to add an international component to 100 non-language courses. Sixty-seven faculty members will receive extra training and immersion experiences in China or Mexico to help them rewrite existing courses and create new ones.

During the first year, some participants will focus on Pacific and Asian countries. In the second year, other faculty will concentrate on nations in Latin America and the Caribbean. By the time the grant is finished in 2005, participants will have developed a global studies certificate in language and culture that will use traditional and distance education delivery methods for a statewide certificate program.

A community college leadership program with an endowed professorship begins at The University of Missouri in St. Louis in fall 2003.

Community Colleges

Number of Colleges	
Public	14
Independent	5
Tribal	0

Credit Enrollment	
Fall 1998	77,614
Fall 2001	82,699
Full-year 2000-2001	125,748
% of population served	3.0%

Student Characteristics		
Gender		
Male		40.9%
Female		59.1%
Attendance status		
Full-time		41.2%
Part-time		58.8%
Race/ethnicity		
African American		11.7%
Asian/Pacific		1.5%
Hispanic		1.5%
Native American		0.5%
% minority		*15.2%*
White		80.0%
Other		4.8%
Age	Part-time	Full-time
17 & younger	8.8%	1.1%
18 to 21	26.0%	72.6%
22 to 29	26.8%	15.9%
30 to 39	19.4%	6.6%
40 & older	19.0%	3.9%

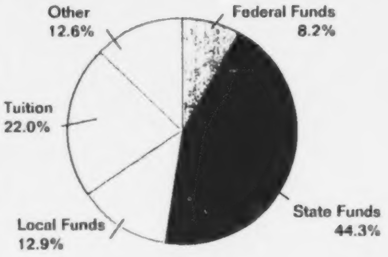
Average Faculty Salary	
Public 2-year	$42,663
Public 4-year	$52,349
Independent 2-year	$36,037
Independent 4-year	$50,310

Full-Time Employees	#	% newly hired
Faculty	1,588	5.6%
Executive/management	213	2.3%
Other administrators	53	0%
Other professionals	666	5.9%
All staff	4,264	6%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,482
Public 4-year	$8,201
Median income, family of 4	$61,173
Tuition as a % of family income	
Public 2-year	2.4%
Public 4-year	13.4%

Expenditures	
Total	$184,590,027
Student-related	72.2%
Instructional	*43.4%*
Non-student	27.8%

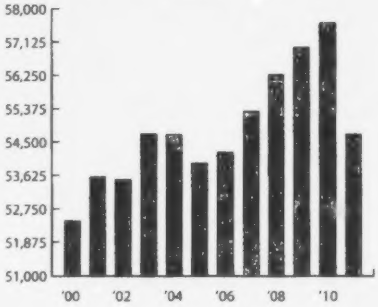
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	11.2%	11.7%
Asian/Pacific	1.1%	1.3%
Hispanic	1.6%	2.1%
Native American	0.4%	0.4%
% minority	*14.3%*	*15.5%*
White	85.7%	84.5%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	86.6%	21
Bachelor's degree	26.2%	21

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	108,152	18
Net international	37,987	26

Rural/Urban Population	
% in metropolitan area	67.8%
% in nonmetropolitan area	32.2%

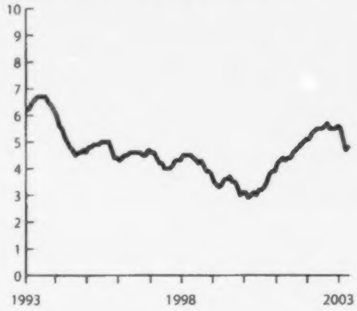
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$55,600
Electrical/electronics repairers, powerhouse, substation, relay	$51,200
Avionics techs	$48,700
Diagnostic medical sonographers	$44,700
Radiation therapists	$43,900

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	8,050	68%
Paralegals/legal assistants	1,800	63%
Respiratory therapists	2,150	44%
Cardiovascular techs	450	42%
Surgical techs	1,450	38%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	850	-38%
Electronic home entertainment equip repairers	600	-19%
Barbers	250	-14%
Court reporters, transcriptionists, stenographers	6,400	-13%
Radio mechanics	250	-9%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	960	782
LPNs	276	249
EMTs	103	54
Dental hygienists	37	52
Radiation techs	76	58
Lab techs	116	105
Respiratory techs	43	31

Gross State Product (in billions)	
Amount	$178.8
National rank	18

Change in Number of Businesses 1995–2000	
#	4,775
% change	3.4%

Montana

Enrollments have grown significantly at Montana's three community colleges and five colleges of technology. One institution had 10% annual growth for three consecutive years, and a new dental hygiene program attracted 120 applicants for 12 openings. The Montana University System reports that the number of associate degrees it granted rose by 73% from 1992–1993 to 2000–2001. The recent update in Montana's transfer guide to include a 30-hour general education core curriculum is expected to enhance the articulation improvements started by 2+2 agreements with the state's four-year institutions more than a decade ago.

> More than 50 Native Americans in Montana became certified teachers in 2002 through the American Indian Teacher Corps Program.

Unfortunately, long-sought enrollment growth is occurring at the same time the state is cutting higher education funding. To balance the state's budget, the legislature reduced the general fund by $55.8 million during a special session in July 2002. Higher education had to absorb 22.3% of loss, of which community colleges took nearly 3%. No funding increases are expected for the 2004–2005 biennial budget, although full-time equivalent enrollment is expected to grow.

Colleges have responded to the cuts by scaling back services, postponing equipment upgrades, and enlarging classes. Tuition increases may occur but would be problematic, especially for the two community colleges in eastern Montana that compete with North Dakota institutions for students.

The state's financial problems are hurting Montana's seven tribal colleges as well. The state has stopped paying for non-Native students to attend the colleges in remote areas of the state. The federal Bureau of Indian Affairs funding formula for tribal colleges is based on how many Native Americans attend the community colleges located on reservations and trust lands. Federal funds provide about half of the tribal colleges' operating budgets, whereas the remainder comes from tuition, fees, grants, and profits from student housing and food services. Montana does not permit tribes to have gaming operations.

More than 50 Native Americans in Montana became certified teachers in 2002 through the American Indian Teacher Corps Program. This federal program brings university faculty to the tribal colleges to deliver the upper-level education courses needed for teacher certification. Students in this program receive tuition and stipends. The federal budget for FY2003 increased funding for the program, and its five-year goal is to train 1,000 Native Americans to teach children on reservations and in areas with high concentrations of Native Americans.

Community Colleges

Number of Colleges

Public	8
Independent	0
Tribal	7

Credit Enrollment

Fall 1998	9,816
Fall 2001	9,903
Full-year 2000–2001	15,608
% of population served	2.3%

Student Characteristics

Gender		
Male		40.2%
Female		59.8%
Attendance status		
Full-time		62.4%
Part-time		37.6%
Race/ethnicity		
African American		0.4%
Asian/Pacific		0.5%
Hispanic		1.2%
Native American		25.3%
% minority		*27.4%*
White		64.7%
Other		7.9%
Age	Part-time	Full-time
17 & younger	3.3%	1.0%
18 to 21	19.9%	45.4%
22 to 29	21.9%	28.3%
30 to 39	20.1%	13.1%
40 & older	34.7%	12.2%

Average Faculty Salary

Public 2-year	$33,076
Public 4-year	$47,495
Independent 2-year	$30,229
Independent 4-year	$35,018

Full-Time Employees	#	% newly hired
Faculty	1,109	12.7%
Executive/management	205	4.4%
Other administrators	193	9.3%
Other professionals	566	9.7%
All staff	3,163	11.2%

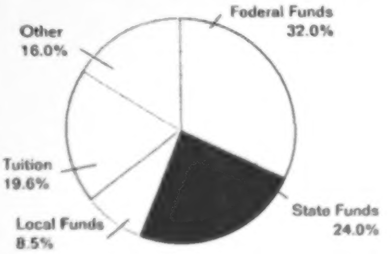
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$2,007
Public 4-year	$7,607
Median income, family of 4	$46,142
Tuition as a % of family income	
Public 2-year	4.3%
Public 4-year	16.5%

Expenditures

Total	$65,764,382
Student-related	70.5%
Instructional	*32.5%*
Non-student	29.5%

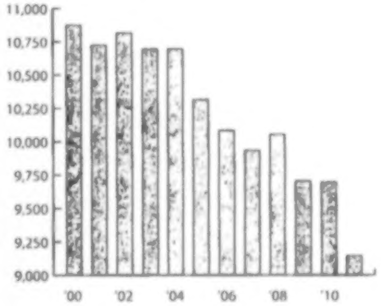
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	0.4%	0.4%
Asian/Pacific	0.8%	0.9%
Hispanic	2.2%	2.7%
Native American	6.1%	6.9%
% minority	*9.4%*	*10.9%*
White	90.6	89.1%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	89.6%	11
Bachelor's degree	23.8%	31

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	55,407	20
Net international	4,750	46

Rural/Urban Population

% in metropolitan area	23.2%
% in nonmetropolitan area	76.8%

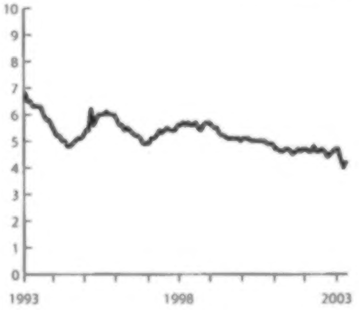
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$50,500
Embalmers	$47,100
Electric motor, power tool repairers	$44,800
Diagnostic medical sonographers	$42,200
Electrical, electronic engineering techs	$41,200

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support pecialists	1,000	87%
Central Office, PBX installers/repairers	300	71%
Occupational therapy assistants/aides	150	54%
Respiratory therapists	200	52%
Paralegals/legal assistants	600	52%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	50	-18%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	812	782
LPNs	268	249
EMTs	74	54
Dental hygienists	56	52
Radiation techs	71	58
Lab techs	92	105
Respiratory techs	25	31

Gross State Product (in billions)

Amount	$21.8
National rank	47

Change in Number of Businesses 1995–2000

#	2,740
% change	9.4%

Nebraska

Nebraska's community college enrollments are increasing steadily, while fewer students are attending the state's four-year colleges and universities. Between 1991 and 2001, statewide community college enrollments increased by 26.7%. During the same decade, public university enrollments decreased by 11%, and state college enrollments dropped by 13%. State officials attribute most of the growth to the addition of degree transfer programs at all community colleges.

> Nebraska's community college enrollments are increasing steadily, whereas fewer students are attending the state's four-year colleges and universities.

Career–technical instruction has been the traditional priority of Nebraska's community colleges. In the 1990s, restrictions on where academic transfer programs could be taught were lifted, and the community colleges established articulation agreements, including a 35-credit general education curriculum, with all of Nebraska's public institutions and all but one private college.

Many of the community colleges' new noncredit students are immigrants who work at meat-processing facilities in small towns and rural areas. Central Community College in Grand Island offers English as a second language in 41 languages. Enrollments at Western Community College, the state's most rural college, jumped by 20% in fall 2001. Throughout the state, community colleges have added courses that teach industrial managers and safety workers how to communicate with non-native speakers of English.

With regard to funding, Nebraska's community colleges have fared better than their counterparts in other states and better than other education sectors in Nebraska. Their overall funding decreased only slightly in FY2002 and FY2003. The governor, however, proposes to reduce community colleges' funding by 10% in each year of the new biennium that begins July 2003. The legislature favored a smaller cut in spring 2003 and was considering allowing an increase in local property taxes to cover the state aid that community colleges lost.

In FY1999 and FY2000, the state provided $30 million in special funding to community colleges, lowering the portion of community colleges' funding that came from local property taxes. Because of the statutory offset of state and local funding, the colleges did not realize a financial windfall, but they received enormous publicity as the conduits for statewide tax relief. Now, without the additional state money, local assessments have returned to their previous levels.

As the state's financial situation worsened, community college leaders initiated discussions with legislators about substantially increasing local property taxes. The legislature has the power to increase community colleges' levy limitations from 6 cents per $100 valuation for operations and 1 cent per $100 valuation for capital projects. Without a change in statute, increasing the tax levy requires voter approval. None of Nebraska's colleges has resorted to the ballot for funding since the community college system was created in 1973.

Dual-enrollment programs have existed for many years in Nebraska but lately have been questioned by K–12 teachers unions. The unions object to community college instructors, who have master's degrees but lack the certification required of union members, teaching high school students who are taking courses through dual-enrollment programs.

Community Colleges

Number of Colleges

Public	7
Independent	0
Tribal	2

Credit Enrollment

Fall 1998	33,074
Fall 2001	36,104
Full-year 2000–2001	74,685
% of population served	5.9%

Student Characteristics

Gender		
Male		44.8%
Female		55.2%
Attendance status		
Full-time		39.4%
Part-time		60.6%
Race/ethnicity		
African American		4.5%
Asian/Pacific		2.3%
Hispanic		3.3%
Native American		1.3%
% minority		*11.4%*
White		85.3%
Other		3.4%
Age	Part-time	Full-time
17 & younger	9.6%	0.9%
18 to 21	20.1%	66.9%
22 to 29	24.3%	19.0%
30 to 39	19.4%	8.0%
40 & older	26.5%	5.2%

Average Faculty Salary

Public 2-year	$35,422
Public 4-year	$51,091
Independent 2-year	—
Independent 4-year	$43,056

Full-Time Employees

	#	% newly hired
Faculty	837	6.2%
Executive/management	197	4.1%
Other administrators	85	—
Other professionals	214	4.2%
All staff	2,178	5%

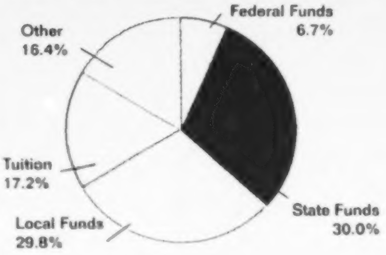
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,425
Public 4-year	$7,335
Median income, family of 4	$57,040
Tuition as a % of family income	
Public 2-year	2.5%
Public 4-year	12.9%

Expenditures

Total	$172,521,265
Student-related	%
Instructional	*43.3%*
Non-student	%

Sources of Revenue for FY 2000/2001

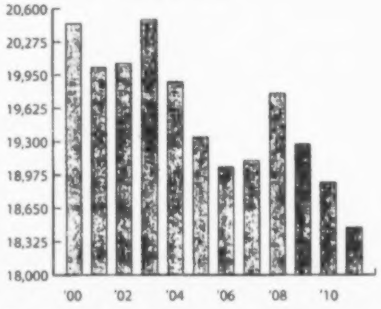


State Demographics

Current and Projected Racial/ Ethnic Percentages

	2000	2010
African American	4.1%	4.7%
Asian/Pacific	1.3%	1.6%
Hispanic	3.5%	4.4%
Native American	0.8%	1.0%
% minority	*9.7%*	*11.6%*
White	90.3%	88.4%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	90.4%	6
Bachelor's degree	24.6%	24

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	14,667	28
Net international	11,038	40

Rural/Urban Population

% in metropolitan area	52.6%
% in nonmetropolitan area	47.4%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Electrical/electronics repairers, powerhouse, substation, relay	$49,700
Dental hygienists	$49,100
Nuclear medicine techs	$43,300
Radiation therapists	$41,300
Computer specialists, misc	$40,500

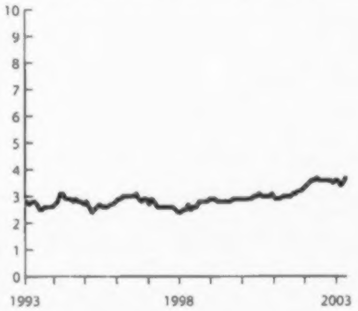
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	3,350	70%
Respiratory therapists	650	55%
Paralegals/legal assistants	450	50%
Surgical techs	500	46%
Cardiovascular techs	150	46%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Barbers	300	-27%
Radio mechanics	50	-19%
Central office, PBX installers/repairers	250	-12%
Electronic home entertainment equip repairers	250	-12%
Broadcast, sound techs	250	-4%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	958	782
LPNs	373	249
EMTs	36	54
Dental hygienists	49	52
Radiation techs	71	58
Lab techs	129	105
Respiratory techs	42	31

Gross State Product (in billions)

Amount	$56.1
National rank	36

Change in Number of Businesses 1995–2000

#	2,495
% change	5.3%

Nevada

Nevada's Millennium Scholarships—the state's grant of $10,000 to every new Nevada high school graduate with at least a 3.0 GPA—have changed enrollment patterns at the state's four community colleges. Many students who would have enrolled at the community colleges for financial reasons are attending the state's two public universities, and many more community college students are attending classes full time with the scholarships' assistance. In 2000 and 2001, the first two years the scholarships were available, community college enrollments grew by only about 3%. By 2002, enrollments had bounced back to their usual 6% rate of growth. The scholarship program, funded with tobacco settlement funds through 2010, seeks to improve Nevada's college attendance rate by attracting teens into college right after high school graduation.

> The scholarship program, funded with tobacco settlement funds through 2010, seeks to improve Nevada's college attendance rate by attracting teens into college right after high school graduation.

Seven high-tech centers, located in or near high schools, represent another effort to increase access. They are used for high school classes during the day and community college classes at night. The system also offers dual enrollment for high school students. Its thorough articulation system—with common course numbering and 2+2 plans for all students in transfer programs—helps students progress quickly.

Nevada State College at Henderson, Nevada's first state college, opened in a booming Las Vegas suburb in 2002. The college offers bachelor's degrees that continue some associate degree programs, such as law enforcement, that were not available at the system's two universities. The rapid growth of the Las Vegas metropolitan area prompted legislators to ask system administrators to consider splitting the Community College of Southern Nevada into separate institutions; the administrators decided, however, that it is effective as a single college.

Great Basin Community College has the opposite challenge: It is losing students as mines close in the small towns it serves. Great Basin continues to offer baccalaureate degrees for people willing to teach in rural areas, and, if the legislature approves the funding, it will start offering a baccalaureate program in nursing. The master plan allows community colleges to offer bachelor's degrees under strict criteria that none of the other community colleges has attempted to meet. In 2003, however, the Board of Regents established criteria for community colleges to offer certain baccalaureate degrees.

The legislature has provided funding to double enrollment in associate degree nursing programs over four years. Overall, however, Nevada's community colleges were funded at only 80% of their funding formula in FY2003, when they also suffered a 3% reversion. Another reversion was possible before the end of the fiscal year, depending on the Iraq war's impact on tourism and on gaming revenues.

The governor proposed increasing the system's funding to 86% of its formula in FY2004, whereas system administrators were seeking $3 million to support workforce development, which has never been funded by the state.

Community Colleges

Number of Colleges	
Public	4
Independent	1
Tribal	0

Credit Enrollment	
Fall 1998	45,614
Fall 2001	48,929
Full-year 2000-2001	75,862
% of population served	5.1%

Student Characteristics		
Gender		
Male		43.9%
Female		56.1%
Attendance status		
Full-time		19.2%
Part-time		80.8%
Race/ethnicity		
African American		7.0%
Asian/Pacific		7.8%
Hispanic		13.5%
Native American		1.8%
% minority		*30.1%*
White		61.3%
Other		8.5%
Age	Part-time	Full-time
17 & younger	6.3%	11.8%
18 to 21	18.6%	46.5%
22 to 29	28.9%	25.0%
30 to 39	21.7%	10.2%
40 & older	24.4%	6.5%

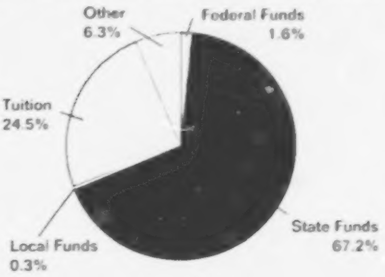
Average Faculty Salary	
Public 2-year	$45,947
Public 4-year	$60,922
Independent 2-year	—
Independent 4-year	$41,846

Full-Time Employees	#	% newly hired
Faculty	664	16.3%
Executive/management	140	7.9%
Other administrators	10	100%
Other professionals	201	—
All staff	1,719	10.4%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,371
Public 4-year	$8,252
Median income, family of 4	$59,614
Tuition as a % of family income	
Public 2-year	2.3%
Public 4-year	13.8%

Expenditures	
Total	$154,422,464
Student-related	78%
Instructional	*54.3%*
Non-student	22%

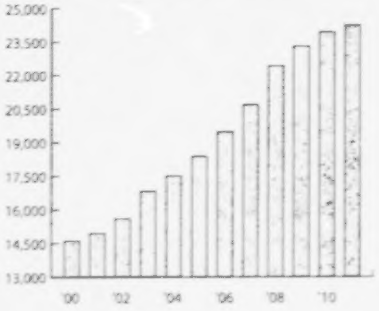
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	6.8%	7.3%
Asian/Pacific	4.1%	4.7%
Hispanic	14.7%	19.0%
Native American	1.3%	1.2%
% minority	*27.0%*	*32.2%*
White	73.0%	67.8%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	82.8%	37
Bachelor's degree	19.3%	46

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	154,492	13
Net international	39,492	25

Rural/Urban Population	
% in metropolitan area	87.5%
% in nonmetropolitan area	12.5%

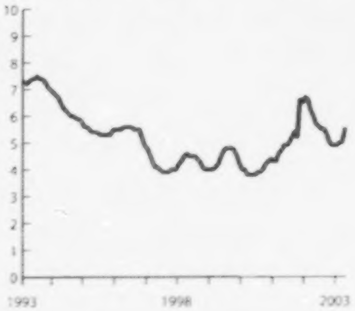
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$76,800
Avionics techs	$62,500
Electrical/electronics repairers, powerhouse, substation, relay	$61,800
Diagnostic medical sonographers	$51,600
Registered nurses	$50,400

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	2,250	114%
Surgical techs	300	109%
Paralegals/legal assistants	500	97%
Respiratory therapists	500	87%
Cardiovascular techs	100	86%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	150	-19%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	520	782
LPNs	115	249
EMTs	44	54
Dental hygienists	48	52
Radiation techs	71	58
Lab techs	73	105
Respiratory techs	28	31

Gross State Product (in billions)	
Amount	$74.8
National rank	32

Change in Number of Businesses 1995–2000	
#	10,959
% change	29.4%

New Hampshire

The New Hampshire Community Technical College System has increased the capacity of its nursing and teacher preparation programs through a $4-per-credit tuition increase for FY2003, charged to all students in these two fields. The additional money pays for the salaries of six new nursing instructors and six new education instructors, nearly doubling the student capacity of both programs. The number of graduates from the colleges' associate degree registered nurse program, for example, will increase from 130 to 215. Licensed practical nurse (LPN) training, previously offered at just one campus, will be available at three more campuses. Some health care providers are getting an edge in the tight job market by paying the tuition for their licensed nursing assistants to attain LPN certifications and their LPNs to attain registered nurse associate degrees at the colleges within the New Hampshire Community Technical College System.

In 2002, the system used a $7 million Working Connections grant, funded by Microsoft Corporation, to attract women and minorities to high-tech jobs.

The earmarked tuition increase made New Hampshire's tuition $124 per credit hour in fall 2002, one of the highest in the nation. Tuition is high because New Hampshire has neither sales nor income tax, leaving the state to rely on property and business taxes to support public services. The system is facing a 15% cut in its state appropriation in the biennial budget that begins July 2003.

Nearly $1 million in federal appropriations are making it possible to upgrade a biotechnology-manufacturing laboratory and other facilities that support the system's Emerging Technologies Center, located on a former air force Strategic Air Command Base. In 2002, the system used a $7 million Working Connections grant, funded by Microsoft Corporation, to attract women and minorities to high-tech jobs.

The system has had double-digit enrollment growth for several consecutive semesters thanks to community efforts to boost enrollments. The most significant increase occurred at New Hampshire's most rural college, where enrollments grew by 40% when the area's largest employer, a paper mill, closed for more than a year. Even after the mill reopened, the college's enrollment as of spring 2003 was 20% higher than it had been before the closing. Much of the system's growth can be attributed to the broadening of its mission in the late 1990s from primarily technical programs to liberal arts transfer programs. All the colleges now have academic accreditation as well as vocational–technical accreditation.

Project Running Start® also has been a source of growth. The concurrent degree program allows high school students to take college credit courses at their high schools for just $100 per course, which is less than one-third of the regular tuition. Not only are the courses available at the eight campuses of the four regional colleges, they are offered in more than 60% of New Hampshire's high schools. The system's partnership with the high schools allows high school instructors who have master's degrees (and are often adjunct members of the community college faculty) to teach the courses.

Community Colleges

Number of Colleges

Public	4
Independent	3
Tribal	0

Credit Enrollment

Fall 1998	10,984
Fall 2001	15,115
Full-year 2000–2001	19,777
% of population served	2.1%

Student Characteristics

Gender		
Male		44.1%
Female		55.9%
Attendance status		
Full-time		40.0%
Part-time		60.0%
Race/ethnicity		
African American		1.3%
Asian/Pacific		1.1%
Hispanic		1.6%
Native American		0.2%
% minority		*4.2%*
White		66.1%
Other		29.6%
Age	Part-time	Full-time
17 & younger	3.9%	3.0%
18 to 21	17.3%	56.0%
22 to 29	26.2%	23.6%
30 to 39	26.3%	10.7%
40 & older	26.3%	6.8%

Average Faculty Salary

Public 2-year	$36,564
Public 4-year	$53,947
Independent 2-year	$22,090
Independent 4-year	$57,098

Full-Time Employees

	#	% newly hired
Faculty	389	8.7%
Executive/management	60	—
Other administrators	54	24.1%
Other professionals	109	4.6%
All staff	876	8.3%

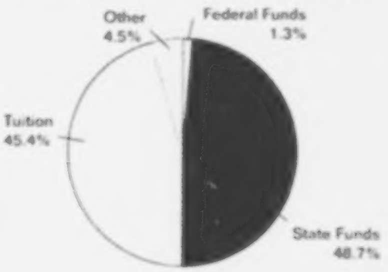
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$3,935
Public 4-year	$11,717
Median income, family of 4	$71,661
Tuition as a % of family income	
Public 2-year	5.5%
Public 4-year	16.4%

Expenditures

Total	$47,964,103
Student-related	60.2%
Instructional	*41.3%*
Non-student	39.8%

Sources of Revenue for FY 2000/2001

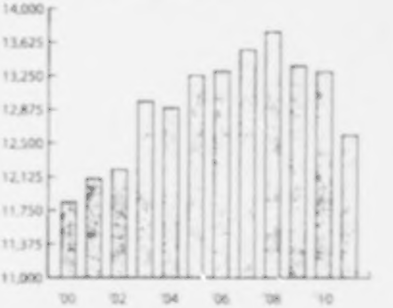


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	0.6%	0.6%
Asian/Pacific	1.2%	1.5%
Hispanic	1.4%	1.8%
Native American	0.2%	0.2%
% minority	*3.3%*	*4.2%*
White	96.7%	95.8%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	88.1%	15
Bachelor's degree	30.1%	8

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	42,936	23
Net international	11,520	38

Rural/Urban Population

% in metropolitan area	62.3%
% in nonmetropolitan area	37.7%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Funeral directors	$56,700
Dental hygienists	$53,200
Telecomm equip installers, repairers, except line installers	$50,400
Electrical/electronics repairers, powerhouse, substation, relay	$47,000
Nuclear medicine techs	$45,900

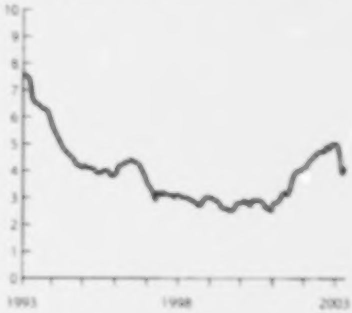
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	1,950	88%
Medical records, health info techs	350	53%
Cardiovascular techs	50	53%
Physical therapy assistants/aides	300	52%
Respiratory therapists	300	51%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Electronic home entertainment equip repairers	100	-9%
Legal secretaries	1,200	-2%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	916	782
LPNs	202	249
EMTs	45	54
Dental hygienists	84	52
Radiation techs	52	58
Lab techs	78	105
Respiratory techs	25	31

Gross State Product (in billions)

Amount	$47.8
National rank	38

Change in Number of Businesses 1995–2000

#	2,767
% change	8.0%

New Jersey

Funding for New Jersey's 19 community colleges was cut by $8 million—to $153 million—in the FY2004 budget proposal because of a $5 billion shortfall in state revenue. Funding for community college building and renovation projects, however, increased slightly. The community college system had received a $5 million increase in state aid in FY2003. Since the late 1990s, New Jersey's governors and legislators have backed a plan to increase the state's support to community colleges. The goal, which remains despite the FY2004 setback, is for operating costs to be shared equally by the state, county governments, and student tuition. Significant progress was made: In FY2003 the state provided 30% of community colleges' budgets, and the counties supplied 30%. Tuition, which increased 3% in FY2003, made up the rest.

Since the late 1990s, New Jersey's governors and legislators have backed a plan to increase the state's support to community colleges.

Statewide enrollments have increased in recent years, particularly among traditional-age students. New Jersey's community colleges enrolled 140,000 credit students and 100,000 noncredit students in 2002–2003. Another 50,000 people took customized training at more than 500 businesses. Enrollment in the New Jersey Virtual Community College Consortium, which all the community colleges use to share their online courses, is steady at about 1,000 students per semester.

NJ Transfer, a computer-based system that provides information on transfer requirements for every community college course, has enhanced New Jersey's articulation efforts. Developed from a Rutgers University pilot program, the system is a joint initiative of the New Jersey Commission on Higher Education and the New Jersey Presidents' Council. Many community colleges also have articulation agreements with large public and private institutions in contiguous states.

Following the September 11, 2001, terrorist attacks in New York City, student associations at several New Jersey community colleges organized efforts to assist victims with food, clothing, and other supplies. The boards at several northern New Jersey colleges responded by offering free tuition for survivors and for the relatives of victims of the attacks. Eventually, the governor and legislature came up with a plan to waive tuition for survivors and victims' relatives at all of the state's public colleges and universities. Relatives of those killed in the attacks have seven years from their 18th birthday to use these waivers. Because of the state's tuition assistance, several community colleges changed their programs to cover fees, books, and counseling.

The New Jersey Council of County Colleges has a new marketing partnership with the New Jersey Business and Industry Association. The association is including stories about the community colleges' customized training in publications that go to its 18,000 business members, and local association meetings now include information from the colleges' deans of continuing education. The council also has sent material promoting the colleges' customized training directly to association members.

Community Colleges

Number of Colleges	
Public	19
Independent	2
Tribal	0

Credit Enrollment	
Fall 1998	123,149
Fall 2001	132,063
Full-year 2000–2001	183,111
% of population served	2.9%

Student Characteristics		
Gender		
Male		40.4%
Female		59.6%
Attendance status		
Full-time		46.7%
Part-time		53.3%
Race/ethnicity		
African American		14.7%
Asian/Pacific		5.6%
Hispanic		13.6%
Native American		0.2%
% minority		*34.1%*
White		53.4%
Other		12.4%
Age	Part-time	Full-time
17 & younger	1.6%	0.8%
18 to 21	20.7%	67.3%
22 to 29	31.6%	20.7%
30 to 39	23.2%	7.3%
40 & older	22.9%	3.9%

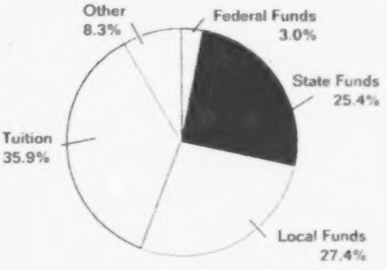
Average Faculty Salary	
Public 2-year	$57,458
Public 4-year	$67,421
Independent 2-year	$28,075
Independent 4-year	$66,045

Full-Time Employees	#	% newly hired
Faculty	2,140	6.5%
Executive/management	684	2.3%
Other administrators	209	0%
Other professionals	921	8.6%
All staff	6,627	5.6%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$2,295
Public 4-year	$11,998
Median income, family of 4	$78,560
Tuition as a % of family income	
Public 2-year	2.9%
Public 4-year	15.3%

Expenditures	
Total	$654,023,532
Student-related	66.7%
Instructional	*38.3%*
Non-student	33.3%

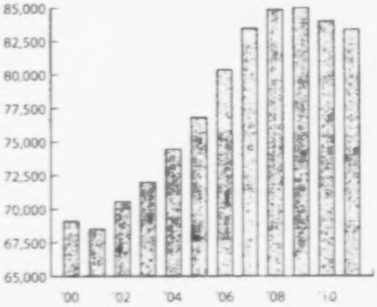
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	13.5%	14.3%
Asian/Pacific	5.6%	7.6%
Hispanic	12.8%	15.6%
Native American	0.2%	0.2%
% minority	*32.0%*	*37.6%*
White	68.0%	62.4%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	87.3%	18
Bachelor's degree	30.1%	9

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-295,963	44
Net international	437,384	4

Rural/Urban Population	
% in metropolitan area	100.0%
% in nonmetropolitan area	0.0%

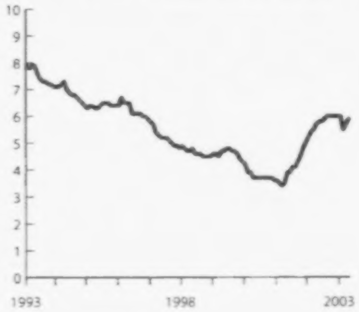
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Nuclear techs	$64,000
Dental hygienists	$56,800
Ship engineers	$56,200
Massage therapists	$55,600
Nuclear medicine techs	$54,200

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	18,600	90%
Paralegals/legal assistants	4,500	48%
Dental hygienists	4,450	46%
Physical therapy assistants/aides	2,050	43%
Dancers, choreographers	350	38%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	500	-46%
Radio mechanics	200	-34%
Electronic home entertainment equip repairers	900	-20%
Barbers	1,650	-17%
Court reporters, transcriptionists, stenographers	3,750	-7%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	800	782
LPNs	203	249
EMTs	49	54
Dental hygienists	55	52
Radiation techs	60	58
Lab techs	113	105
Respiratory techs	32	31

Gross State Product (in billions)	
Amount	$363.1
National rank	8

Change in Number of Businesses 1995–2000	
#	12,568
% change	5.7%

New Mexico

Higher gas and oil prices provided additional tax revenue in New Mexico, which state leaders shared with community colleges. In 2003, the legislature and governor also approved a new funding formula that provides a predictable funding base and supports workforce training for the first time. New Mexico's community colleges also enjoyed an experience rarely known elsewhere in the nation during FY2003: They did not suffer any retroactive budget cuts.

The FY2004 budget includes a 5.8%, or $6 million, increase in the overall appropriation to New Mexico's community colleges. Enrollments there and at the 10 branch campuses of universities that grant associate degrees continue to grow at a steady pace. The budget also provides funds for faculty and staffs pay raises, plus inflationary increases in utility and library costs. State financial aid grants and campus building funds were also slated for substantial increases.

> New Mexico's response to the federal No Child Left Behind Act has increased the community colleges' role not only in training classroom aides, but also in preparing K–12 teachers.

The new funding formula, sought by the community colleges, uses FY2003 as a base and equalizes future funding between two-year colleges and university undergraduate programs. It also considers noncredit workforce training in the appropriation calculations and fully funds distance education, which previously received only partial funding.

Several new incentive funds based on the formula support a three-year plan that is directing resources to community colleges' registered nurse, licensed practical nurse, and nursing assistant programs and will eventually be distributed on an RFP basis by the state's higher education commission. One, a development fund that supports expansion of nursing programs, got $2 million. Extra support to upper-division and graduate nursing programs also makes it possible for universities to offer some advanced nursing courses on community college campuses. This arrangement enables place-bound students to pursue bachelor's degrees, and in time it may increase the number of rural nurses with the advanced education and experience necessary for teaching at community colleges.

The legislature also agreed to transfer $1 million in TANF funds for need-based scholarships for students in nursing and teacher education programs. New Mexico's response to the federal No Child Left Behind Act has increased the community colleges' role not only in training classroom aides, but also in preparing K–12 teachers. The colleges are offering alternative certification programs for bachelor's degree holders. Most of these programs are aimed at preparing special education and bilingual teachers, who are in short supply in New Mexico.

The funding formula also established mechanisms for performance-based incentives and matching funds to start high-skills training for business and industry. Neither initiative was funded, but the legislature directed state agencies to continue working with the New Mexico Association of Community Colleges on the performance measures it has been developing over several years.

Another encouraging sign in New Mexico is a community college leadership program at New Mexico State University. When it started in fall 2001, administrators expected 20 students but quickly had 50 people taking the courses, which are primarily delivered by electronic means.

Community Colleges

Number of Colleges	
Public	15
Independent	0
Tribal	2

Credit Enrollment	
Fall 1998	49,362
Fall 2001	51,654
Full-year 2000-2001	88,759
% of population served	6.8%

Student Characteristics		
Gender		
Male		39.4%
Female		60.6%
Attendance status		
Full-time		36.9%
Part-time		63.9%
Race/ethnicity		
African American		2.3%
Asian/Pacific		1.5%
Hispanic		37.2%
Native American		12.6%
% minority		*53.6%*
White		37.9%
Other		8.4%
Age	Part- time	Full-time
17 & younger	5.4%	1.5%
18 to 21	21.2%	50.8%
22 to 29	26.2%	25.8%
30 to 39	20.7%	12.8%
40 & older	26.5%	9.1%

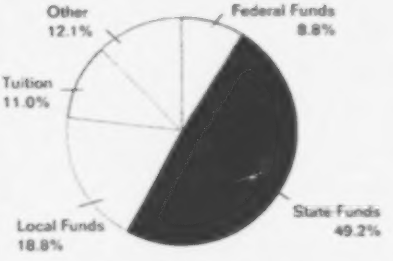
Average Faculty Salary	
Public 2-year	$34,600
Public 4-year	$49,698
Independent 2-year	—
Independent 4-year	$36,096

Full-Time Employees	#	% newly hired
Faculty	3,486	7.5%
Executive/management	548	4%
Other administrators	32	0%
Other professionals	3,576	6%
All staff	13,888	6%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$866
Public 4-year	$7,085
Median income, family of 4	$47,314
Tuition as a % of family income	
Public 2-year	1.8%
Public 4-year	15.0%

Expenditures	
Total	$269,174,473
Student-related	68%
Instructional	*39.3%*
Non-student	32%

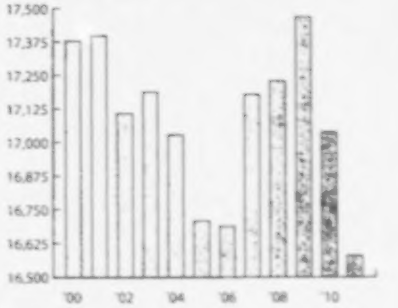
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	1.8%	1.7%
Asian/Pacific	1.1%	1.3%
Hispanic	39.6%	42.3%
Native American	8.4%	9.0%
% minority	*51.0%*	*54.3%*
White	49.0%	45.7%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	82.2%	40
Bachelor's degree	23.6%	33

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	142,572	14
Net international	7,041	44

Rural/Urban Population	
% in metropolitan area	56.9%
% in nonmetropolitan area	43.1%

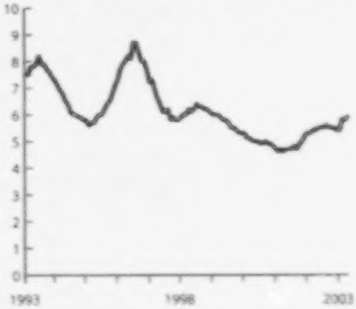
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$52,500
Computer specialists, misc	$50,400
Mechanical engineering techs	$50,100
Diagnostic medical sonographers	$49,700
Drafters, all other	$45,600

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	2,450	74%
Surgical techs	250	65%
Cardiovascular techs	100	63%
Paralegals/legal assistants	850	58%
Respiratory therapists	550	51%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	100	-39%
Electronic home entertainment equip repairers	200	0%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	656	782
LPNs	163	249
EMTs	52	54
Dental hygienists	59	52
Radiation techs	40	58
Lab techs	86	105
Respiratory techs	29	31

Gross State Product (in billions)	
Amount	$54.4
National rank	37

Change in Number of Businesses 1995–2000	
#	2,151
% change	5.3%

New York

State University of New York (SUNY) and City University of New York (CUNY) community colleges have fared well, despite economic slowdown and the effects of terrorist attacks (during which CUNY lost alumni, students, and buildings). The decision to make CUNY the anchor tenant of redeveloped Governors Island is widely seen as an endorsement of CUNY. The federal government agreed to transfer the island to the state at low cost. CUNY may consolidate its teacher training programs on the island, where a park, hotel, conference center, and nature center may also be housed.

The decision to make CUNY the anchor tenant of redeveloped Governors Island is widely seen as an endorsement of CUNY.

Enrollment and retention rates are up, although a surge of minority students never materialized (a new assessment exam was expected to shut them out of the senior colleges). There are about 3% fewer Hispanic students in the senior colleges and 3% more in the community colleges than in the past. Overall, enrollments continue to reflect the city's diversity, and new students are better prepared. CUNY enhanced its high school outreach and remedial programs, and an aggressive marketing campaign has helped attract more first-time freshmen.

Articulation within CUNY improved dramatically after its board mandated that holders of CUNY AA and AS degrees receive full credit at senior institutions. CUNY offers information about articulating on its Web site and is adding a system to transmit transcripts electronically.

Its practice of publicly setting goals for its presidents and giving raises based on an institution's performance enhanced CUNY's articulation, retention, and completion rates. The first raises were given in June 2001; more were scheduled for October 2002. Although its leadership has stabilized since a huge turnover in the 1990s, CUNY offers seminars and mentoring experiences to prepare select, seasoned administrators for future leadership positions. Through the Institute for Community College Development, SUNY (with Cornell University) conducts research and offers leadership training.

In response to a task force report and a high-profile conference on the city's nursing shortage, CUNY added 30 new full-time faculty, mostly for LPN and RN programs. CUNY also established a new contract that gives community colleges permission to pay more competitive salaries within an agreed-upon range.

CUNY continues to expand its workforce development programs, despite some losses. A high-tech business incubator project at the Borough of Manhattan Community College was lost in the World Trade Center collapse. Two other community colleges have since opened business incubators (in art and health).

The state granted SUNY's community colleges a $50 per FTE increase in FY2003 and continued to fully fund growth by reimbursing colleges for additional enrollments in FY2002. Enrollments have been robust for several years and increased about 8% in fall 2003. To supplement state funding (50% for capital projects), SUNY is seeking capital funding from the county government and private sources for renovations needed within the next 10 years. Several colleges have met matching fund goals through individuals and corporations.

To address the shortage of certified teachers, SUNY developed Teacher Education Templates—curricula that guarantee admission to upper-division SUNY colleges. SUNY also has a popular joint admissions program that ensures enrollment in bachelor's programs to new community college students who maintain a certain GPA and agree to follow through with the program.

Community Colleges

Number of Colleges	
Public	44
Independent	18
Tribal	0

Credit Enrollment	
Fall 1998	241,103
Fall 2001	280,782
Full-year 2000-2001	382,946
% of population served	2.7%

Student Characteristics		
Gender		
Male		42.0%
Female		58.0%
Attendance status		
Full-time		58.0%
Part-time		42.8%
Race/ethnicity		
African American		14.3%
Asian/Pacific		4.9%
Hispanic		11.8%
Native American		0.4%
% minority		*31.4%*
White		60.9%
Other		7.7%
Age	Part- time	Full-time
17 & younger	13.5%	1.0%
18 to 21	19.6%	63.9%
22 to 29	27.6%	23.5%
30 to 39	20.0%	7.8%
40 & older	19.3%	3.8%

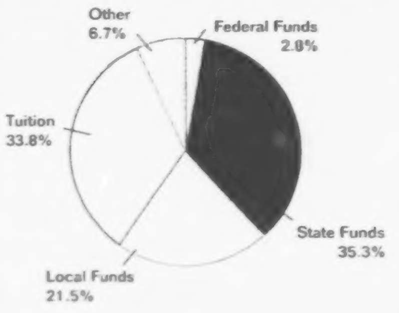
Average Faculty Salary	
Public 2-year	$54,233
Public 4-year	$59,098
Independent 2-year	$31,081
Independent 4-year	$62,075

Full-Time Employees	#	% newly hired
Faculty	7,484	6.1%
Executive/management	1,603	3.2%
Other administrators	499	4%
Other professionals	3,435	6.1%
All staff	20,908	5.2%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$2,557
Public 4-year	$10,254
Median income, family of 4	$64,520
Tuition as a % of family income	
Public 2-year	4.0%
Public 4-year	15.9%

Expenditures	
Total	$1,879,444,522
Student-related	72.3%
Instructional	*41.5%*
Non-student	27.7%

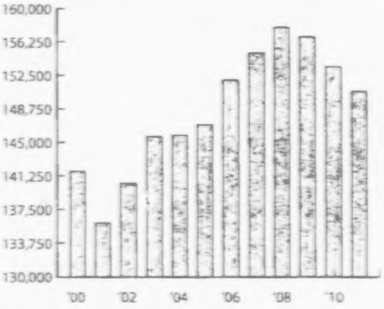
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	14.7%	15.1%
Asian/Pacific	5.4%	7.0%
Hispanic	15.5%	18.1%
Native American	0.3%	0.3%
% minority	*35.9%*	*40.5%*
White	64.1%	59.5%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	82.5%	39
Bachelor's degree	28.7%	11

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-1,903,238	50
Net international	1,400,409	2

Rural/Urban Population	
% in metropolitan area	92.1%
% in nonmetropolitan area	7.9%

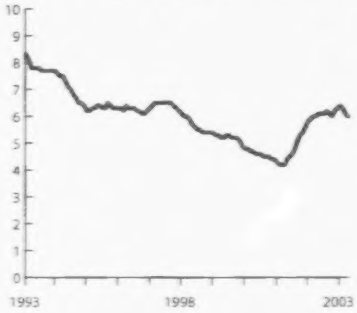
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Sound engineering techs	$107,900
Court reporters	$65,400
Massage therapists	$60,100
Electrical/electronics, repairers, powerhouse, substation, relay	$55,300
Funeral directors	$55,100

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	30,200	84%
Paralegals/legal assistants	13,900	72%
Dental hygienists	9,950	42%
Data processing equipment repairers	3,550	41%
Medical records, health info techs	4,450	36%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	500	-42%
Court reporters, transcriptionists, stenographers	9,800	-14%
Radio mechanics	150	-10%
Barbers	3,850	-9%
Electronic home entertainment equip repairers	2,650	-5%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	843	782
LPNs	269	249
EMTs	34	54
Dental hygienists	55	52
Radiation techs	69	58
Lab techs	114	105
Respiratory techs	28	31

Gross State Product (in billions)	
Amount	$799.2
National rank	2

Change in Number of Businesses 1995–2000	
#	24,811
% change	5.3%

North Carolina

North Carolina is proceeding with new community college construction and facility renovations in spite of cuts to its operating budget. Capital funding comes from bonds, which voters authorized in November 2001. Despite the national economic slowdown, communities were meeting the requirement for local matching funds. North Carolina's 58 community colleges and its Center for Applied Textile Technology face significant financial challenges, with enrollments increasing as state operating funds diminish.

The North Carolina Community College System is boosting its teacher preparation programs to help meet the state's need for an estimated 80,000 new teachers during the next decade.

Since community colleges started in North Carolina in 1962, the state has considered enrollment growth during the preceding year in its annual appropriation to each college, but even this historic reimbursement went by the wayside at the start of the 2003 fiscal year. These lost funds were in addition to across-the-board cuts. Tuition was increased to help fill the financial gap. For several years, statewide enrollments have grown by nearly 10% annually. There are approximately 800,000 students taking classes at North Carolina's community colleges. Seventy-five percent of them take occupational training, remedial education, or other noncredit courses.

The North Carolina Community College System is boosting its teacher preparation programs to help meet the state's need for an estimated 80,000 new teachers during the next decade. In addition to offering associate degrees for paraprofessionals and the first two years of courses for those pursuing bachelor's degrees in education, several community colleges have begun offering degree-completion programs. The system's partnership with the University of North Carolina makes it possible for prospective teachers to take the courses they need to complete their baccalaureate degrees for teacher certification at community colleges.

More scholarships are available for future teachers thanks to a $1 million challenge grant that North Carolina SmithKline Foundation made to the North Carolina Community Colleges Foundation. Scholarships from this grant go to students who can show that they are motivated to become certified teachers and who agree to work for at least five years in the areas where they received their training. A portion of the funds go to developing online teacher preparation courses.

The SmithKline grant is one of several that the North Carolina Community Colleges Foundation has received since launching a $5 million endowment campaign. Other large donations target health care training. For instance, Mission St. Joseph's Health System in Asheville pledged $35,000 for a new registered nursing program that offers evening and weekend training.

The system used its first National Science Foundation grant to enhance its database of Internet courses, known as the Virtual Learning Community. A portion of the $250,000 grant was divided among 17 community colleges to improve their distance learning programs with new equipment and training.

Community Colleges

Number of Colleges

Public	58
Independent	3
Tribal	0

Credit Enrollment

Fall 1998	157,215
Fall 2001	181,614
Full-year 2000–2001	259,441
% of population served	4.3%

Student Characteristics

Gender	
Male	39.2%
Female	60.8%
Attendance status	
Full-time	40.7%
Part-time	59.3%
Race/ethnicity	
African American	23.7%
Asian/Pacific	1.5%
Hispanic	2.0%
Native American	1.5%
% minority	*28.7%*
White	68.2%
Other	3.0%

Age	Part-time	Full-time
17 & younger	10.5%	1.6%
18 to 21	20.4%	50.2%
22 to 29	26.7%	25.0%
30 to 39	21.9%	13.8%
40 & older	20.4%	9.5%

Average Faculty Salary

Public 2-year	$32,583
Public 4-year	$55,004
Independent 2-year	$34,897
Independent 4-year	$51,997

Full-Time Employees	#	% newly hired
Faculty	5,275	6.7%
Executive/management	600	3.3%
Other administrators	627	5.3%
Other professionals	1,569	4%
All staff	12,273	6.2%

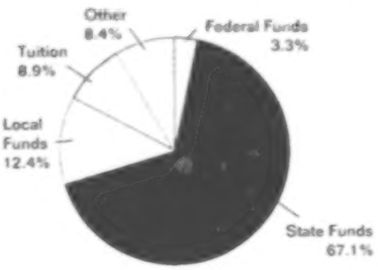
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$891
Public 4-year	$7,080
Median income, family of 4	$57,203
Tuition as a % of family income	
Public 2-year	1.6%
Public 4-year	12.4%

Expenditures

Total	$921,515,365
Student-related	76.2%
Instructional	*53.1%*
Non-student	23.8%

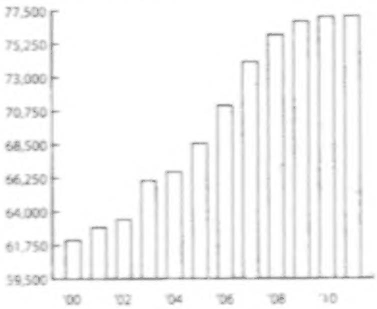
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	22.2%	22.7%
Asian/Pacific	1.2%	1.4%
Hispanic	1.5%	1.8%
Native American	1.2%	1.2%
% minority	*26.1%*	*27.1%*
White	73.9%	72.9%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	79.2%	47
Bachelor's degree	23.2%	34

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	522,665	3
Net international	72,537	18

Rural/Urban Population

% in metropolitan area	67.5%
% in nonmetropolitan area	32.5%

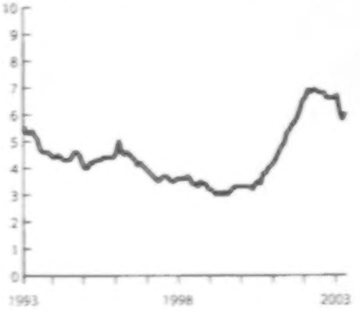
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Nuclear techs	$59,600
Computer specialists, misc	$53,000
Aerospace engineering techs	$48,600
Diagnostic medical sonographers	$48,500
Dental hygienists	$43,400

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Paralegals/legal assistants	3,700	87%
Computer support specialists	12,950	85%
Respiratory therapists	2,750	75%
Cardiovascular techs	550	74%
Surgical techs	1,550	67%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	650	-39%
Electronic home entertainment equip repairers	650	-18%
Veterinary techs	1,350	-18%
Barbers	1,200	0%
Radio mechanics	250	0%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	858	782
LPNs	215	249
EMTs	67	54
Dental hygienists	49	52
Radiation techs	63	58
Lab techs	119	105
Respiratory techs	37	31

Gross State Product (in billions)

Amount	$281.7
National rank	12

Change in Number of Businesses 1995–2000

#	21,931
% change	12.1%

North Dakota

Workforce training programs are the major source of growth for community colleges in North Dakota. These programs have taken off since 1999, when the legislature gave community colleges the responsibility and money to carry out this task. Having the colleges as an engine of economic development is considered critical for the state in its efforts to improve negative economic and demographic trends. North Dakota's community college leaders looked at workforce development programs in other states and used Kirkwood Community College in Cedar Rapids, Iowa, as a model for their new programs. The community colleges also rely on four regional advisory boards to identify workforce priorities and target funding.

Adding workforce development to community colleges' missions has made the two-year institutions the state's official public source of job training. It also has helped change public perceptions of these institutions. Workforce training is, essentially, the final piece in a decade-long effort to develop a system of comprehensive community colleges in North Dakota. Three of the five community colleges in North Dakota started as university branch campuses; another was a state college of science. The fifth college began in 1939 as a junior college. All the community colleges remain part of the University of North Dakota, which is governed by an appointed board and led by a chancellor.

> Workforce training programs are the major source of growth for community colleges in North Dakota.

The national economic slowdown has spurred enrollment. It also prompted a small rescission in higher education funding. No significant increase in state support is expected for the next few years, although state leaders agreed to finance the colleges according to a new formula based on comparisons with peer institutions in other states. When additional funds are available, the colleges with the greatest disparity between their funding and that of their peers will receive a larger proportional increase.

Even in more robust economic times, the leaders of the five tribal colleges in North Dakota could not persuade lawmakers to compensate them for educating non-Indians at their colleges. The colleges, on reservations or trust lands, often are the only convenient source of postsecondary education in remote areas of the state. The treaties between the tribes and the federal government provide support only for Native Americans, however.

The tribal colleges work together through the North Dakota Association of Tribal Colleges. An online consortium for distance education courses is one of their major collaborations. The colleges and association also are working together on math and science professional development activities with a grant from the National Aeronautics and Space Administration.

The tribal colleges are considering offering upper-division courses. Several of the colleges offer bachelor's degrees in association with four-year tribal colleges in other states or with the University of North Dakota. For some courses, university faculty teach on the reservations; for other courses students receive instruction by way of interactive video.

Community Colleges

Number of Colleges

Public	5
Independent	0
Tribal	5

Credit Enrollment

Fall 1998	8,588
Fall 2001	9,120
Full-year 2000–2001	12,513
% of population served	2.6%

Student Characteristics

Gender	
Male	50.2%
Female	49.8%
Attendance status	
Full-time	66.3%
Part-time	33.7%
Race/ethnicity	
African American	1.3%
Asian/Pacific	0.4%
Hispanic	0.8%
Native American	16.4%
% minority	*18.9%*
White	80.2%
Other	0.9%

Age	Part-time	Full-time
17 & younger	21.8%	0.4%
18 to 21	19.8%	68.1%
22 to 29	20.6%	19.4%
30 to 39	16.2%	7.7%
40 & older	21.5%	4.5%

Average Faculty Salary

Public 2-year	$34,371
Public 4-year	$41,138
Independent 2-year	—
Independent 4-year	$36,790

Full-Time Employees

	#	% newly hired
Faculty	398	3.3%
Executive/management	90	2.2%
Other administrators	86	—
Other professionals	124	4.8%
All staff	1,137	7.3%

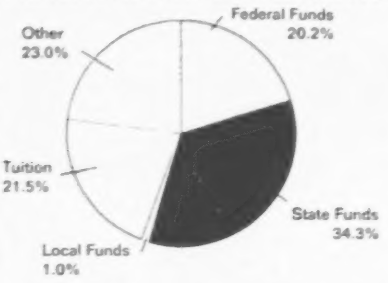
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$1,903
Public 4-year	$6,405
Median income, family of 4	$53,140
Tuition as a % of family income	
Public 2-year	3.6%
Public 4-year	12.1%

Expenditures

Total	$67,178,260
Student-related	71.5%
Instructional	*44.8%*
Non-student	28.5%

Sources of Revenue for FY 2000/2001

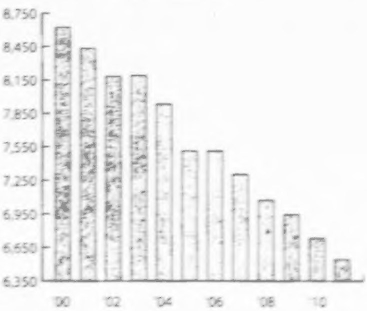


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	0.7%	0.8%
Asian/Pacific	0.9%	1.0%
Hispanic	1.1%	1.6%
Native American	4.9%	6.1%
% minority	*7.6%*	*9.5%*
White	92.4%	90.5%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	85.5%	30
Bachelor's degree	22.6%	38

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	-3,258	35
Net international	4,666	47

Rural/Urban Population

% in metropolitan area	44.2%
% in nonmetropolitan area	55.8%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Electrical/electronics repairers, powerhouse, substation, relay	$52,600
Dental hygienists	$49,400
Diagnostic medical sonographers	$43,600
Electrical/electronics drafters	$41,900
Telecomm equip installers, repairers, except line installers	$41,000

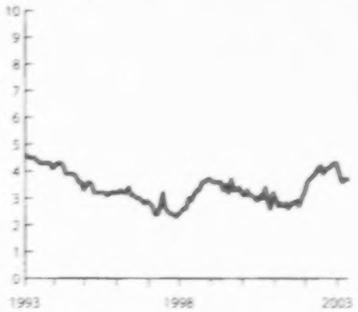
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	2,750	113%
Respiratory therapists	300	48%
Surgical techs	200	42%
Paralegals/legal assistants	250	34%
Physical therapy assistants/aides	350	32%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Barbers	100	-22%
Broadcast, sound techs	150	-20%
Electronic home entertainment equip repairers	100	-14%
Travel agents	250	-6%
Legal secretaries	500	-3%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	1,096	782
LPNs	434	249
EMTs	63	54
Dental hygienists	60	52
Radiation techs	74	58
Lab techs	144	105
Respiratory techs	44	31

Gross State Product (in billions)

Amount	$18.3
National rank	50

Change in Number of Businesses 1995–2000

#	-130
% change	-0.6%

Ohio

Several types of public institutions grant associate degrees in Ohio. In addition to 23 public community and technical colleges, Ohio has 23 university branch campuses and an agricultural–technical institute. There are also independent two-year colleges in the Buckeye State. Although the branch campuses' missions are similar to those of comprehensive community colleges, AACC considers whether a branch campus is independently accredited or autonomously grants degrees in determining how it counts these institutions. Consequently, although the Ohio Board of Regents lists 47 public two-year institutions, AACC counts 34 in this category. Data from the other 14 are tallied with their universities.

> The governor agreed not to cut higher education during FY2003 if tuitions did not increase by more than 10%.

The 15-year growth trend for two-year college programs continues. Unfortunately, even when Ohio's economy was strong, the state did not fully fund growth at its public colleges. The decline of manufacturing industries, increased Medicaid costs, and a lawsuit challenging Ohio's dependence on property taxes to support K–12 programs have further pinched higher education funding. Two-year institutions and four-year colleges have been left to divide increasingly smaller appropriations. During the biennium that included FY2002 and FY2003, the $313 million cut in state support to higher education, which was divided proportionally among the state's various institutions, resulted in a nearly 20% cut on a full-time-equivalency basis to community and technical colleges, where enrollments had been growing.

The FY2004 budget proposed by the governor would reward this growth with a 10% bonus in support, in addition to a 3% increase in the basic funding formula. With legislative opposition to the sales tax increase and other revenue generators for this larger budget, however, it seems unlikely that Ohio actually will increase its support to higher education.

For several years, the legislature provided special Access Challenge money to help colleges hold down tuitions. In 2001, however, the legislature lifted the cap it had imposed on tuition increases. Higher education in Ohio quickly became much more expensive. Community college tuitions increased an average of 6% at branch campuses, 7.6% at community colleges, and 10.8% at technical colleges. The governor agreed not to cut higher education during FY2003 if tuitions did not increase by more than 10%. Most two-year institutions kept their tuition's percentage increase in the single digits.

The Ohio Appalachian Center for Higher Education has chosen the student retention counseling program at Jefferson Community College (JCC) as a model. JCC has improved retention by 10% annually by asking faculty and staff to pay particular attention to freshmen, students on probation, and those who had not chosen a particular certificate or degree program, and by hiring additional, experienced tutors. In addition to offering students encouragement, JCC instructors note attendance and notify counselors of excessive absences. Counselors then contact absent students to see if they need assistance.

Community Colleges

Number of Colleges

Public	34
Independent	5
Tribal	0

Credit Enrollment

Fall 1998	152,154
Fall 2001	169,857
Full-year 2000-2001	244,385
% of population served	2.9%

Student Characteristics

Gender		
Male		42.3%
Female		57.7%
Attendance status		
Full-time		41.7%
Part-time		58.3%
Race/ethnicity		
African American		13.0%
Asian/Pacific		1.4%
Hispanic		1.9%
Native American		0.4%
% minority		*16.7%*
White		78.8%
Other		4.5%
Age	Part-time	Full-time
17 & younger	3.7%	1.9%
18 to 21	20.0%	59.2%
22 to 29	32.0%	25.1%
30 to 39	23.0%	8.8%
40 & older	21.3%	5.0%

Average Faculty Salary

Public 2-year	$45,647
Public 4-year	$57,813
Independent 2-year	$26,555
Independent 4-year	$49,904

Full-Time Employees	#	% newly hired
Faculty	12,884	21.1%
Executive/management	4,027	16.8%
Other administrators	381	2.1%
Other professionals	11,755	14.5%
All staff	47,683	15.9%

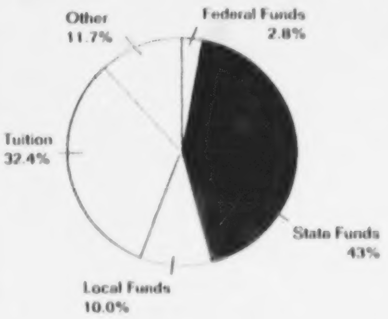
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$2,294
Public 4-year	$10,449
Median income, family of 4	$62,251
Tuition as a % of family income	
Public 2-year	3.7%
Public 4-year	16.8%

Expenditures

Total	$1,026,423,084
Student-related	67.2%
Instructional	*39.5%*
Non-student	32.8%

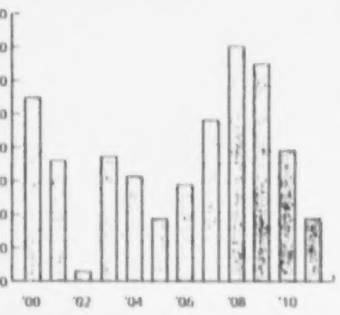
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	11.5%	12.5%
Asian/Pacific	1.2%	1.6%
Hispanic	1.6%	2.0%
Native American	0.2%	0.2%
% minority	*14.5%*	*16.2%*
White	85.5%	83.8%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	87.0%	19
Bachelor's degree	24.6%	25

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-300,605	46
Net international	89,603	16

Rural/Urban Population

% in metropolitan area	81.2%
% in nonmetropolitan area	18.8%

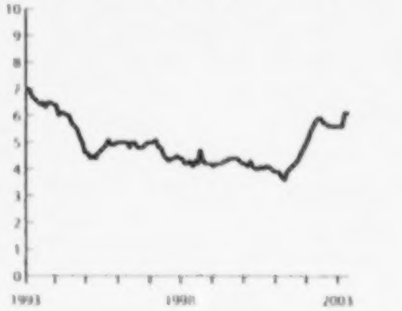
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$50,400
Computer specialists, misc	$48,600
Radiation therapists	$48,000
Drafters, all other	$47,800
Ship engineers	$45,400

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	15,900	92%
Paralegals/legal assistants	3,650	58%
Data processing equipment repairers	3,000	41%
Cardiovascular techs	850	39%
Manicurists	3,150	38%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	950	-14%
Electronic home entertainment equip repairers	1,100	-11%
Barbers	1,500	-5%
Radio mechanics	450	-2%
Photographers	6,100	0%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	882	782
LPNs	295	249
EMTs	65	54
Dental hygienists	55	52
Radiation techs	69	58
Lab techs	110	105
Respiratory techs	41	31

Gross State Product (in billions)

Amount	$372.6
National rank	7

Change in Number of Businesses 1995–2000

#	6,770
% change	2.6%

Oklahoma

Oklahoma's community colleges are working together to help Tinker Air Force Base, Oklahoma's largest employer, replace 12,000 workers expected to retire during the next decade. Rose State College, located across the street from the base, is providing leadership and supervision courses to upgrade current workers' skills and, along with community colleges, is expanding its airplane mechanic programs and other technical courses for the air logistics center.

Legislation pending in spring 2003 would lift the 7% cap on tuition increases and allow the two-year colleges and university branch campuses to raise their tuitions to the averages charged at similar institutions nationwide.

Although the air force's need for highly trained workers is expected to boost future enrollments, Brain Gain 2010—an initiative to encourage postsecondary education—and the declining economy are already sending more people than ever to Oklahoma's community colleges. Brain Gain 2010 is a 12-year plan by the board of regents to spur Oklahoma out of the bottom third of states for residents' degree attainment. High school curricula have been enhanced, and outreach to students and their parents has been improved as part of this effort. Community colleges have been asked to improve student retention and have responded by requiring freshman orientation, expanding learning centers, adding peer tutoring, and offering fast-track programs. A small portion of community colleges' funds—less than 1%—is based on Brain Gain 2010's performance measures.

Unfortunately, funding for every public education program has dropped as state tax revenue fell. The community colleges, along with every other state-funded entity, endured three rounds of retroactive cuts during the first nine months of FY2003, for an overall reduction of more than 7%. From FY2002 until mid-March 2003, Oklahoma's universities and community college system lost nearly $70 million in state support, with more cuts expected in FY2004.

Community colleges initially responded to the cuts by hiring more adjunct instructors and spending down reserves. They also used OneNet, Oklahoma's telecommunications and information network, to save money with online courses and videoconferences. More than half of those enrolled in distance-education courses in Oklahoma attend community colleges.

Seven percent tuition increases in 2001 and again in 2002 helped community colleges avoid staff layoffs and program cuts in those years. Legislation pending in spring 2003 would lift the 7% cap on tuition increases and allow the two-year colleges and university branch campuses to raise their tuitions to the averages charged at similar institutions nationwide.

A measure that would create a state lottery to benefit education was before the legislature in 2003. Support of the education lottery was a major campaign issue for Governor Brad Henry, who has said he would lead a petition drive for a referendum on the issue if the legislature fails to place the question on the ballot.

Lawmakers also were considering a bill that would allow children of undocumented aliens to attend Oklahoma's public colleges and universities as in-state students if they attend an Oklahoma secondary school for three consecutive years, have a high school diploma, and continue their efforts to become U.S. citizens.

Community Colleges

Number of Colleges	
Public	15
Independent	0
Tribal	0

Credit Enrollment	
Fall 1998	56,074
Fall 2001	59,176
Full-year 2000–2001	89,274
% of population served	3.5%

Student Characteristics		
Gender		
Male		41.4%
Female		58.6%
Attendance status		
Full-time		42.0%
Part-time		58.0%
Race/ethnicity		
African American		8.5%
Asian/Pacific		2.1%
Hispanic		3.3%
Native American		9.1%
% minority		*23.0%*
White		75.3%
Other		1.6%
Age	Part-time	Full-time
17 & younger	2.6%	0.3%
18 to 21	23.6%	63.5%
22 to 29	32.4%	22.8%
30 to 39	20.2%	8.6%
40 & older	21.2%	4.8%

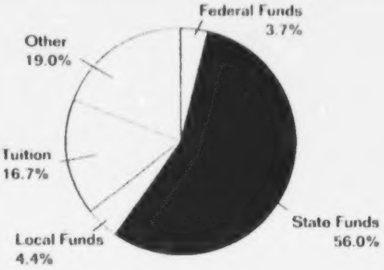
Average Faculty Salary	
Public 2-year	$37,556
Public 4-year	$48,335
Independent 2-year	$27,245
Independent 4-year	$42,226

Full-Time Employees	#	% newly hired
Faculty	1,329	9.3%
Executive/management	311	2.3%
Other administrators	99	8.1%
Other professionals	552	4.7%
All staff	4,029	7.9%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,250
Public 4-year	$6,000
Median income, family of 4	$48,459
Tuition as a % of family income	
Public 2-year	2.6%
Public 4-year	12.4%

Expenditures	
Total	$249,432,271
Student-related	77.9%
Instructional	*44.5%*
Non-student	22.1%

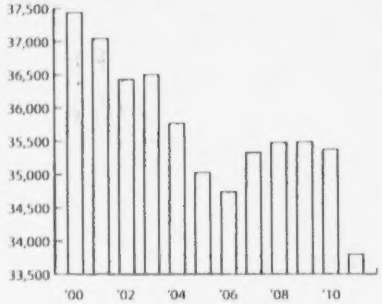
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	8.2%	9.1%
Asian/Pacific	1.4%	1.7%
Hispanic	3.7%	4.6%
Native American	8.1%	8.5%
% minority	*21.3%*	*23.9%*
White	78.7%	76.1%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	86.1%	26
Bachelor's degree	22.5%	39

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	134,475	15
Net international	33,247	29

Rural/Urban Population	
% in metropolitan area	60.8%
% in nonmetropolitan area	39.2%

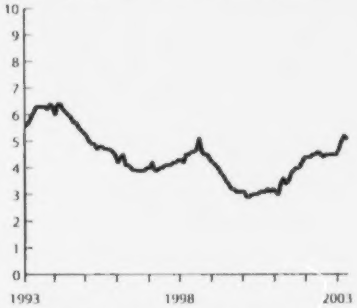
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$50,000
Electrical/electronics repairers, powerhouse, substation, relay	$48,500
Computer specialists, misc	$47,700
Court reporters	$47,600
Diagnostic medical sonographers	$46,500

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	3,500	123%
Data processing equipment repairers	750	65%
Paralegals/legal assistants	1,500	55%
Physical therapy assistants/aides	1,050	51%
Cardiovascular techs	200	50%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	200	-29%
Electronics repairers, commercial/industrial equip	900	-7%
Electronic home entertainment equip repairers	350	-6%
Barbers	500	-2%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	635	782
LPNs	373	249
EMTs	56	54
Dental hygienists	29	52
Radiation techs	55	58
Lab techs	104	105
Respiratory techs	30	31

Gross State Product (in billions)	
Amount	$91.8
National rank	29

Change in Number of Businesses 1995–2000	
#	3,699
% change	4.5%

Oregon

Within a few months of Oregon's community colleges winning their long battle for enrollment growth funding, state income tax revenues declined precipitously. Instead of realizing a $45 million gain, the state's 17 community colleges, along with the rest of state government, have been subjected to numerous, substantial cuts.

The Oregon legislature not only reduced community colleges' 2001–2003 biennial budget by $35.6 million, to $427.7 million, but also it responded to the state budget crisis with accounting maneuvers. Lawmakers delayed the community colleges' April 2003 quarterly payment of $56 million until the new fiscal year. The tactic, which allowed the colleges to accrue expenses in FY2003 that they could not pay until the state released funds in the new biennium, left many colleges seeking short-term loans to meet payrolls. When legislators could neither agree to raise taxes nor decide how to make the more significant cuts necessary to balance the budget, they scheduled a special January 2003 vote on an income tax increase. In anticipation of this measure failing, colleges began limiting class sections and eliminating expensive professional and technical programs in fall 2002.

> Faced with such uncertain resources, community college administrators and trustees are considering seeking a statewide property tax for the exclusive benefit of community colleges.

For the 2003–2005 biennium, the governor proposed $407.7 million for community college support. The $56 million payment that was delayed from April 2003, however, will be deducted from that amount. Delaying other payments to the colleges or reducing their appropriations were among the possibilities the legislature was considering as the state's economic forecast worsened in spring 2003. Faced with such uncertain resources, community college administrators and trustees are considering seeking a statewide property tax for the exclusive benefit of community colleges. Given the political climate, however, such a bold move could be several years away.

Observers attribute the community colleges' financial problems to the lingering effects of Measure 5, a ballot initiative that capped local property taxes for education at $5 per $1,000 valuation. It also required the state to make up for the lost funding. Before Measure 5's approval in 1990, community colleges received 80% of their funding from local property taxes. During the 1990s, the robust economy helped the state boost its share of community college budgets to slightly more than half without impinging on its other responsibilities. Despite the service cuts and tuition increases that community colleges have used to balance their books, Oregon's community college enrollments continue to grow.

Although the budget cuts present a formidable challenge, the source of the colleges' most pressing problem may be the state public employees retirement system. Several years ago, Oregon public employees agreed to forego pay raises in exchange for a guaranteed 8% return on their retirement benefits. Not only has the fund's investment income decreased with the decline of the stock market, it has been determined that insufficient funds were invested and outdated actuarial tables were used to calculate benefits. Consequently, the retirement system has increased what public employers must contribute for each employee, which further complicates the community colleges' finances with another large, unfunded expense.

Community Colleges

Number of Colleges	
Public	17
Independent	0
Tribal	0

Credit Enrollment	
Fall 1998	73,553
Fall 2001	85,508
Full-year 2000-2001	162,142
% of population served	6.3%

Student Characteristics	Part-time	Full-time
Gender		
Male		44.9%
Female		55.1%
Attendance status		
Full-time		35.3%
Part-time		65.4%
Race/ethnicity		
African American		2.2%
Asian/Pacific		5.1%
Hispanic		4.0%
Native American		1.8%
% minority		*13.1%*
White		74.3%
Other		12.6%
Age		
17 & younger	4.9%	2.1%
18 to 21	25.2%	50.3%
22 to 29	27.2%	26.4%
30 to 39	18.7%	11.9%
40 & older	24.0%	9.4%

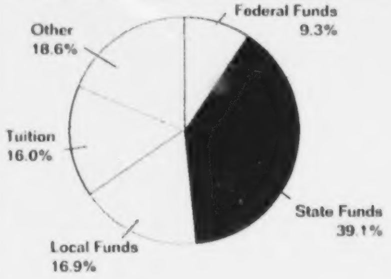
Average Faculty Salary	
Public 2-year	$45,347
Public 4-year	$49,749
Independent 2-year	—
Independent 4-year	$48,753

Full-Time Employees	#	% newly hired
Faculty	1,967	7.7%
Executive/management	439	3.6%
Other administrators	176	2.8%
Other professionals	593	6.9%
All staff	5,792	6.3%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,637
Public 4-year	$9,397
Median income, family of 4	$58,315
Tuition as a % of family income	
Public 2-year	2.8%
Public 4-year	16.1%

Expenditures	
Total	$566,527,106
Student-related	68.9%
Instructional	*43.9%*
Non-student	31.1%

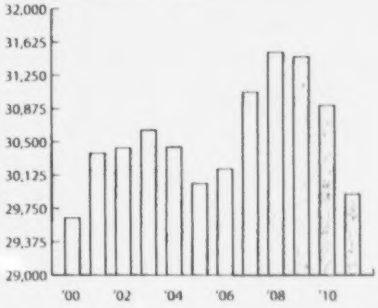
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	1.8%	1.9%
Asian/Pacific	3.2%	3.9%
Hispanic	5.7%	7.3%
Native American	1.3%	1.4%
% minority	*12.0%*	*14.5%*
White	88.0%	85.5%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	88.1%	16
Bachelor's degree	27.2%	16

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	254,174	8
Net international	73,286	17

Rural/Urban Population	
% in metropolitan area	70.9%
% in nonmetropolitan area	29.1%

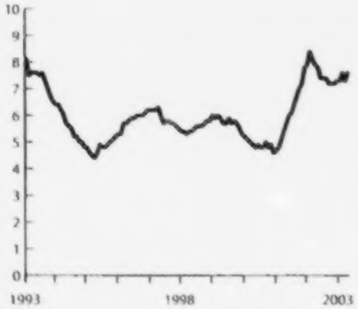
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$59,700
Electrical/electronics repairers, powerhouse, substation, relay	$55,800
Diagnostic medical sonographers	$51,300
Nuclear medicine techs	$49,800
Registered nurses	$49,600

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	6,000	114%
Occupational therapy assistants/aides	200	55%
Physical therapy assistants/aides	700	47%
Data processing equipment repairers	1,300	44%
Paramedics, EMTs	850	42%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Central office, PBX installers/repairers	550	-10%
Broadcast, sound techs	550	-5%
Radio mechanics	200	-3%
Barbers	150	-1%
Photographers	500	0%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	793	782
LPNs	138	249
EMTs	39	54
Dental hygienists	94	52
Radiation techs	49	58
Lab techs	79	105
Respiratory techs	28	31

Gross State Product (in billions)	
Amount	$118.6
National rank	26

Change in Number of Businesses 1995–2000	
#	7,177
% change	7.7%

Pennsylvania

Pennsylvania's community college presidents want a statewide coordinating board. Placing colleges under the auspices of an independent government board would free them from the department of education and its focus on K–12 education and pull the colleges together as a system. Pennsylvania's community colleges are governed by boards appointed by their sponsors, which are county governments or local school systems. The proposal, expected to go before the legislature in 2003, would not alter the colleges' autonomy or local governance. It would, however, create a policymaking authority that would link the colleges, advance their development, and advise the governor.

The reorganization proposal marks the first time the leaders of all the community colleges have agreed on a structural change. The plan incorporates many of the recommendations made by the National Center for Higher Education Management Systems. This proposal showed that the lack of central leadership and explicit state support for the mission of comprehensive community colleges hinders services. In the past, the department of education has opposed reorganization proposals, including one that would have placed community colleges with the collection of four-year, regional universities known as the State System of Higher Education.

> The reorganization proposal marks the first time the leaders of all the community colleges have agreed on a structural change.

The community college presidents and the Pennsylvania Commission for Community Colleges, which lobbies on their behalf, hope the change eventually will create a more favorable funding formula. The current formula requires that one-third of the community colleges' local funding come from their sponsors, a third from tuition, and a third from the state. The state bases its appropriation on full-time equivalent enrollment and does not fully fund workforce development courses.

The community colleges did receive a supplemental state appropriation in FY2003 for enrollment increases, but the FY2004 proposal provides only flat funding for community colleges, which would leave a $16 million shortfall if enrollment projections are accurate. Campus construction and renovation projects are on hold because of the economic slowdown; higher education leaders want a one-time state bond issue to fund capital projects.

Aside from financial problems, the lack of a cohesive community college system results in inconsistencies and gaps in academic services. For instance, no statewide technology plan exists, nor is there any move toward coordination of regular or distance education courses. The lack of articulation agreements creates problems for students. Although 59% of those enrolled at Pennsylvania's community colleges transfer, many find that their credits are not readily accepted by other public higher education institutions in the state. The Pennsylvania Commission for Community Colleges reports that the best articulation agreements are with private four-year colleges. The community colleges do not have agreements for the transfer of even a general education core curriculum with the State System of Higher Education or the four State-Related Institutions that are research universities.

Nevertheless, six community colleges are so confident of the quality of their career programs that they offer a guarantee to graduates of associate in applied science (AAS) programs: to provide additional course work for free to any AAS graduates who find that they lack entry-level job skills.

Community Colleges

Number of Colleges

Public	19
Independent	10
Tribal	0

Credit Enrollment

Fall 1998	122,325
Fall 2001	128,455
Full-year 2000-2001	191,027
% of population served	2.0%

Student Characteristics

Gender		
Male		43.3%
Female		56.7%
Attendance status		
Full-time		48.8%
Part-time		53.3%
Race/ethnicity		
African American		14.2%
Asian/Pacific		3.3%
Hispanic		2.9%
Native American		0.4%
% minority		*20.8%*
White		73.3%
Other		5.9%
Age	Part-time	Full-time
17 & younger	3.0%	2.8%
18 to 21	20.8%	69.6%
22 to 29	28.7%	19.1%
30 to 39	23.3%	5.4%
40 & older	24.3%	3.1%

Average Faculty Salary

Public 2-year	$51,526
Public 4-year	$60,193
Independent 2-year	$31,663
Independent 4-year	$57,801

Full-Time Employees	#	% newly hired
Faculty	9,149	6.4%
Executive/management	1,912	2.6%
Other administrators	352	8.2%
Other professionals	6,830	6%
All staff	27,063	5.5%

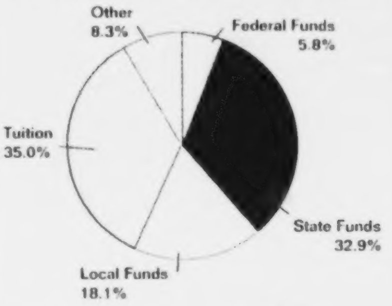
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$2,285
Public 4-year	$11,087
Median income, family of 4	$65,411
Tuition as a % of family income	
Public 2-year	3.5%
Public 4-year	16.9%

Expenditures

Total	$969,775,229
Student-related	62.9%
Instructional	*38.9%*
Non-student	37.1%

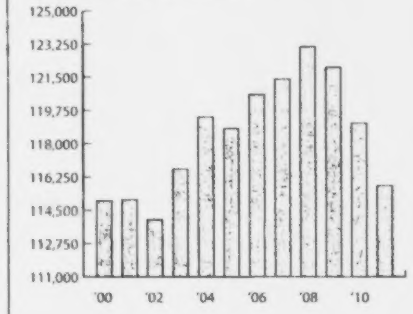
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	9.7%	10.3%
Asian/Pacific	1.7%	2.3%
Hispanic	2.7%	3.6%
Native American	0.1%	0.2%
% minority	*14.3%*	*16.4%*
White	85.7%	83.6%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	85.7%	28
Bachelor's degree	24.3%	27

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-153,723	43
Net international	146,087	10

Rural/Urban Population

% in metropolitan area	84.6%
% in nonmetropolitan area	15.4%

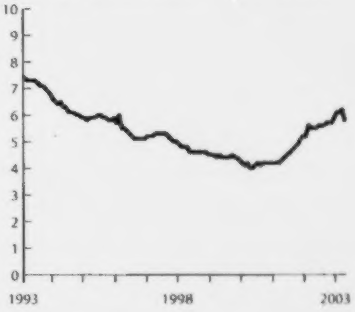
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Ship engineers	$52,300
Aerospace engineering techs	$52,100
Electrical/electronics repairers, powerhouse, substation, relay	$51,400
Nuclear techs	$49,200
Industrial engineering techs	$49,000

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	19,000	97%
Paralegals/legal assistants	6,350	54%
Respiratory therapists	4,050	52%
Cardiovascular techs	1,150	52%
Dental hygienists	5,800	45%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers –telephone	2,000	-40%
Barbers	2,200	-27%
Electronic home entertainment equip repairers	1,600	-19%
Electronics repairers, commercial/industrial equip	4,550	-1%
Photographers	3,550	-1%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	1,010	782
LPNs	296	249
EMTs	80	54
Dental hygienists	48	52
Radiation techs	63	58
Lab techs	99	105
Respiratory techs	33	31

Gross State Product (in billions)

Amount	$404.0
National rank	6

Change in Number of Businesses 1995–2000

#	10,743
% change	3.8%

Rhode Island

A new developmental education effort, known as the Student Success Initiative, aims at improving student retention and success at the Community College of Rhode Island (CCRI). All incoming students now must take assessment tests to identify areas of academic need and to ensure that students are properly prepared for the courses in which they enroll. Additional developmental education courses have been scheduled, and more support services are available from a larger staff of student advisers. Faculty members have examined the courses to establish prerequisites. They have identified the minimum reading level students need for each course, and this information is included in course descriptions. The initiative's goal is not to keep students out, but to make sure students are capable of accomplishing class assignments.

> CCRI has three campuses and plans to open a new campus in Newport County in 2004, occupying five acres that were formerly part of the U.S. Navy base in Newport.

Enrollments are stable, but access has become a challenge since the general assembly cut higher education expenditures. In 2002, CCRI closed five satellite sites located in high schools. One satellite remains open at Newport Hospital, thanks to an agreement that reduced the college's costs to utility and maintenance expenses for the space. The hospital satellite houses nursing and rehabilitation health programs.

CCRI has three campuses and plans to open a new campus in Newport County in 2004, occupying five acres that were formerly part of the U.S. Navy base in Newport. It will be the centerpiece of the redevelopment of the coastal city's north side, where family incomes are limited. Bonds will be used for the $10 million building, which will contain a student services complex, classrooms, labs, and a 250-seat auditorium. High-tech innovations are planned for the interior, but the exterior will match Newport's shingle-style architecture. The college is seeking additional support from the legislature and other sources for the equipment and staff needed to operate the new facility.

New or enhanced programs in marine trades, tourism, hospitality industries, and computer software development are expected to attract 2,000 students. The allied health programs at Newport Hospital will eventually move to the new campus.

Community Colleges

Number of Colleges	
Public	1
Independent	1
Tribal	0

Credit Enrollment	
Fall 1998	17,567
Fall 2001	18,506
Full-year 2000–2001	26,713
% of population served	3.3%

Student Characteristics		
Gender		
Male		43.0%
Female		57.0%
Attendance status		
Full-time		39.4%
Part-time		60.6%
Race/ethnicity		
African American		5.8%
Asian/Pacific		2.3%
Hispanic		7.8%
Native American		0.6%
% minority		*16.5%*
White		61.5%
Other		22.1%
Age	Part-time	Full-time
17 & younger	0.7%	1.2%
18 to 21	20.5%	65.8%
22 to 29	29.9%	21.7%
30 to 39	25.4%	7.5%
40 & older	23.5%	3.8%

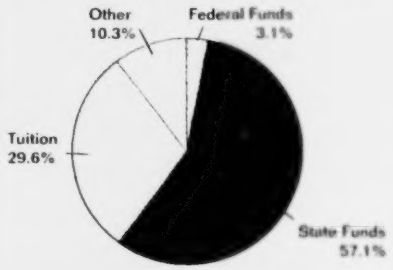
Average Faculty Salary	
Public 2-year	$44,984
Public 4-year	$59,241
Independent 2-year	—
Independent 4-year	$60,306

Full-Time Employees	#	% newly hired
Faculty	389	1%
Executive/management	72	4.2%
Other administrators	37	10.8%
Other professionals	111	8.1%
All staff	918	3.7%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,806
Public 4-year	$11,104
Median income, family of 4	$68,418
Tuition as a % of family income	
Public 2-year	2.6%
Public 4-year	16.2%

Expenditures	
Total	$65,159,120
Student-related	71.2%
Instructional	*48.4%*
Non-student	28.8%

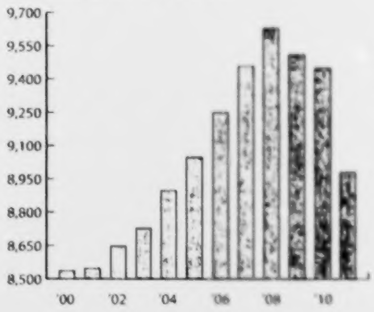
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	4.1%	4.6%
Asian/Pacific	2.7%	3.8%
Hispanic	7.6%	10.8%
Native American	0.4%	0.5%
% minority	*14.7%*	*19.7%*
White	85.3%	80.3%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	81.3%	42
Bachelor's degree	26.4%	19

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	-35,489	38
Net international	40,968	23

Rural/Urban Population	
% in metropolitan area	91.9%
% in nonmetropolitan area	8.1%

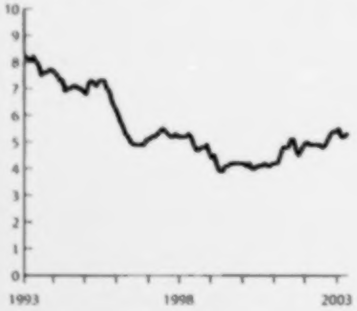
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Real estate appraisers/assessors	$76,400
Architectural/civil drafters	$61,600
Court reporters	$54,500
Telecomm equip installers, repairers, except line installers	$53,400
Funeral directors	$51,600

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	1,050	69%
Paralegals/legal assistants	500	43%
Data processing equipment repairers	50	42%
Occupational therapy assistants/aides	100	32%
Respiratory therapists	350	24%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Electronic home entertainment equip repairers	150	-13%
Court reporters, transcriptionists, stenographers	500	-11%
Psychiatric technicians	450	-11%
Sales agents, real estate	950	-11%
Barbers	350	-9%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	1,101	782
LPNs	244	249
EMTs	24	54
Dental hygienists	78	52
Radiation techs	86	58
Lab techs	137	105
Respiratory techs	24	31

Gross State Product (in billions)	
Amount	$36.5
National rank	42

Change in Number of Businesses 1995–2000	
#	768
% change	2.8%

South Carolina

The lottery is lowering the cost for South Carolinians to attend technical college but is adding to colleges' operating expenses. Beginning in fall 2002, technical college students received up to $795 per semester in tuition assistance from the lottery, which voters approved in 2000. The lottery profits go to students who do not qualify for Pell grants or other need-based financial assistance. Essentially, anyone who has lived in South Carolina for at least one year can attend one of the state's 16 technical colleges with little out-of-pocket expense for tuition.

> The technical college system is working with the state's largest health care providers to obtain funds to expand nursing and allied health programs.

The primary mission of the South Carolina Technical College System, created in 1961, is skills training for workforce development. The system also offers associate degrees and 94 core courses for transfer statewide, in addition to individual college articulation agreements. Its Center for Accelerated Training provides customized training for new or expanding businesses.

High school students also may use Lottery Tuition Assistance to take courses at technical colleges, so educators are developing a more comprehensive statewide dual-enrollment program. The main requirement to qualify for Lottery Tuition Assistance is completion of a Free Application for Federal Student Aid. The unfunded expense of hiring staff to process so many students' financial aid forms and to meet the increased demand for courses sparked by the lottery assistance has added to the colleges' financial challenges.

In FY2003, lottery profits were used for technology improvements at the technical colleges, endowed professorships at the research universities, and school buses. The legislature decides each year how the funds will be devoted to education; therefore, although the lottery is expected to generate long-term income for education, how the money will be spent from year to year is not certain. Overall state funding to the technical colleges was cut by 16% during FY2001 and FY 2002, and there is a potential for midyear cuts in FY2003.

The South Carolina Technical College System responded by raising the maximum tuition from $750 per semester in fall 2000 to $996 in fall 2002. Aside from the conventional methods of cutting expenses through attrition and salary freezes, Williamsburg Technical College began to offer classes only four days a week rather than five during the summer of 2002. The savings were so significant that college officials continued the compressed course schedule in the fall.

The technical college system is working with the state's largest health care providers to obtain funds to expand nursing and allied health programs. Another initiative focuses on the growing Latino population.

Community Colleges

Number of Colleges	
Public	17
Independent	2
Tribal	0

Credit Enrollment	
Fall 1998	64,046
Fall 2001	71,154
Full-year 2000-2001	98,331
% of population served	3.3%

Student Characteristics		
Gender		
Male		38.6%
Female		61.4%
Attendance status		
Full-time		40.3%
Part-time		59.7%
Race/ethnicity		
African American		31.3%
Asian/Pacific		1.3%
Hispanic		1.4%
Native American		0.5%
% minority		*34.5%*
White		62.2%
Other		3.4%
Age	Part-time	Full-time
17 & younger	9.5%	1.2%
18 to 21	25.5%	60.8%
22 to 29	30.3%	23.7%
30 to 39	19.6%	9.3%
40 & older	15.2%	5.1%

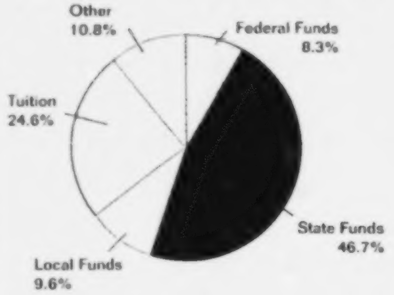
Average Faculty Salary	
Public 2-year	$35,014
Public 4-year	$51,342
Independent 2-year	$33,262
Independent 4-year	$40,539

Full-Time Employees	#	% newly hired
Faculty	3,302	5.5%
Executive/management	187	0.5%
Other administrators	15	0%
Other professionals	2,258	4.8%
All staff	8,898	5.3%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,466
Public 4-year	$9,065
Median income, family of 4	$56,294
Tuition as a % of family income	
Public 2-year	2.6%
Public 4-year	16.1%

Expenditures	
Total	$396,476,227
Student-related	76.2%
Instructional	*42.2%*
Non-student	23.8%

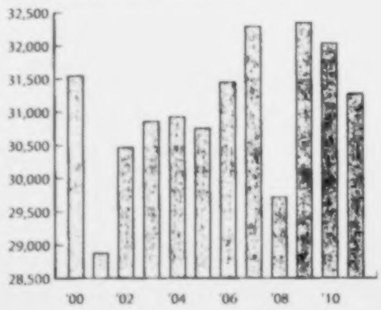
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	29.8%	29.7%
Asian/Pacific	0.8%	1.0%
Hispanic	1.1%	1.4%
Native American	0.2%	0.2%
% minority	*32.0%*	*32.3%*
White	68.0%	67.7%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	83.0%	36
Bachelor's degree	19.0%	47

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	207,278	10
Net international	21,769	35

Rural/Urban Population	
% in metropolitan area	70.0%
% in nonmetropolitan area	30.0%

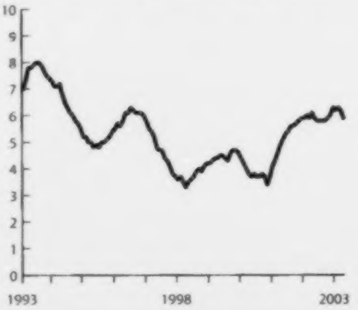
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Nuclear techs	$51,500
Dental hygienists	$51,500
Electrical/electronics repairers, powerhouse, substation, relay	$47,100
Industrial engineering techs	$44,300
Registered nurses	$43,100

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	3,000	94%
Paralegals/legal assistants	2,300	67%
Dental hygienists	650	62%
Respiratory therapists	1,850	60%
Cardiovascular techs	500	60%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	350	-29%
Travel agents	650	-17%
Electronic home entertainment equip repairers	300	-14%
Barbers	1,650	-5%
Broadcast, sound techs	300	-4%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	728	782
LPNs	252	249
EMTs	74	54
Dental hygienists	33	52
Radiation techs	43	58
Lab techs	107	105
Respiratory techs	32	31

Gross State Product (in billions)	
Amount	$113.4
National rank	28

Change in Number of Businesses 1995–2000	
#	9,156
% change	10.4%

South Dakota

In South Dakota, the weather has a direct effect on the state budget and on how much money higher education receives. If winter snows and spring rains do not sate the 2002 drought, the damage to agriculture will result in cuts to the state's general fund appropriations for higher education. State support is the major source of funding for all of South Dakota's public associate degree–granting institutions; the state does not offer any student financial aid.

The question of mission remains a touchy subject even as individual institutions collaborate.

Four technical institutes and six public universities grant associate degrees; none, however, describes itself as a community college. In fact, the question of mission remains a touchy subject even as individual institutions collaborate. The technical institutes focus on career training. Their enrollments are growing despite overall declines in the state's population. They offer a general education core curriculum as part of their associate degree in applied science (AAS). They also offer many certificate programs and noncredit courses. Since 2000, the universities have accepted AAS degrees toward bachelor in applied science degrees. Preparing students for transfer to nontechnical baccalaureate programs is not a primary mission of the technical institutes, however.

The state's Division of Workforce and Career Preparation oversees the institutes. The division is part of the South Dakota Department of Education and Cultural Affairs, which receives direction from the state board of education. Local school boards are responsible for the personnel and day-to-day operations of the institutes, although the institutes receive no local tax levy support. The state's board of regents oversees the six public universities, which grant associate and associate in general studies degrees, although baccalaureate programs remain their primary mission. South Dakota also has four tribal colleges and one independent community college.

The most visible higher education collaboration between the postsecondary vocational and university systems is the University Center at Southeast Technical Institute in Sioux Falls, the state's largest city and the only area experiencing population growth. The city does not have a university, nor do state leaders have the political will to create one as they contemplate long-term population projections that will make it difficult to keep the existing higher education institutions operating. Instead, three public universities offer classes in a new building that opened on the technical institute campus in 2002. This arrangement could alter the state's piecemeal articulation system.

Common course numbering remains a long-range goal for the technical institutes. They have articulation agreements among themselves for certain courses and programs, but portability is not complete. Unusual courses (e.g., equine science and dairy farming) are offered at just one institute and, because they do not fit other institutes' degree requirements, do not transfer. The technical institutes' AAS degrees transfer to the two universities that have bachelor in applied technical science programs. For other courses, the technical institute instructors' qualifications are considered in course-by-course articulation decisions by the regents' staff.

The technical institutes, which have long had partnerships with automobile and tractor manufacturers, are partnering with more hospitals and health care providers to expand their nursing programs; the legislature provided special funding for expanding the capacity of their nursing programs. As a result, the associate nursing program at the University of South Dakota had 48 more students in fall 2002 than in the preceding year.

The Dakota Digital Network provides the infrastructure for distance education connections among public high schools, universities, and technical institutes, but there is no central system for enrolling in online classes.

Community Colleges

Number of Colleges	
Public	4
Independent	1
Tribal	4

Credit Enrollment	
Fall 1998	6,026
Fall 2001	5,654
Full-year 2000–2001	7,470
% of population served	1.4%

Student Characteristics		
Gender		
Male		51.5%
Female		48.5%
Attendance status		
Full-time		71.4%
Part-time		28.6%
Race/ethnicity		
African American		0.4%
Asian/Pacific		0.4%
Hispanic		0.5%
Native American		17.2%
% minority		*18.5%*
White		77.3%
Other		4.1%
Age	Part-time	Full-time
17 & younger	6.0%	0.3%
18 to 21	24.7%	62.3%
22 to 29	28.4%	23.4%
30 to 39	18.1%	8.5%
40 & older	22.8%	5.5%

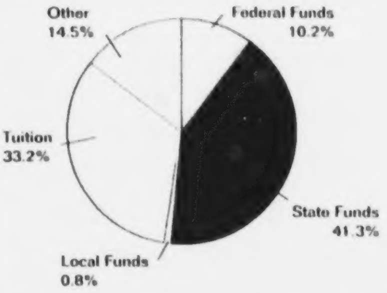
Average Faculty Salary	
Public 2-year	$32,918
Public 4-year	$41,875
Independent 2-year	—
Independent 4-year	$36,115

Full-Time Employees	#	% newly hired
Faculty	349	6.6%
Executive/management	78	5.1%
Other administrators	27	—
Other professionals	139	12.2%
All staff	841	8%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$2,861
Public 4-year	$6,979
Median income, family of 4	$55,150
Tuition as a % of family income	
Public 2-year	5.2%
Public 4-year	12.7%

Expenditures	
Total	$45,671,007
Student-related	76.1%
Instructional	*41.5%*
Non-student	23.9%

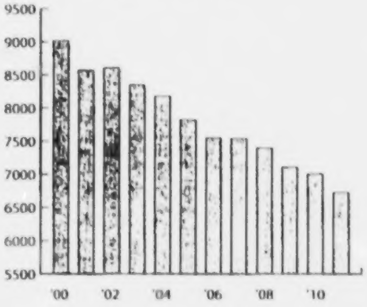
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	0.6%	0.7%
Asian/Pacific	0.7%	0.9%
Hispanic	1.1%	1.4%
Native American	7.7%	8.7%
% minority	*10.2%*	*11.7%*
White	89.8%	88.3%

Projected Number of High School Graduates 2000–2010



Educational Attainment, People 25 and Older	%	State rank
High school	91.8%	1
Bachelor's degree	25.7%	22

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	5,645	32
Net international	2,053	49

Rural/Urban Population	
% in metropolitan area	34.6%
% in nonmetropolitan area	65.4%

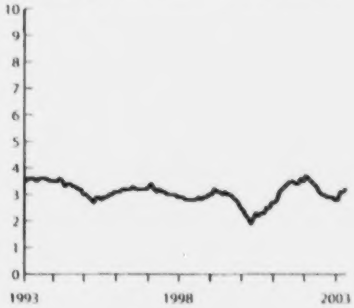
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Real estate sales agents	$64,000
Electrical/electronics repairers, powerhouse, substation, relay	$49,400
Dental hygienists	$40,700
Nuclear medicine techs	$39,200
Health techs, all other	$38,800

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	1,950	67%
Paralegals/legal assistants	200	53%
Cardiovascular techs	150	51%
Respiratory therapists	250	49%
Surgical techs	250	47%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers-telephone	100	-30%
Electronic home entertainment equip repairers	150	-12%
Broadcast, sound techs	150	-1%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	1,128	782
LPNs	255	249
EMTs	66	54
Dental hygienists	59	52
Radiation techs	77	58
Lab techs	130	105
Respiratory techs	36	31

Gross State Product (in billions)	
Amount	$23.2
National rank	46

Change in Number of Businesses 1995–2000	
#	1,075
% change	4.7%

Tennessee

Establishing a general core curriculum and lowering the credit hours needed for undergraduate degrees are the first steps of a strategic plan intended to improve degree attainment and save money. Making 60 credit hours the maximum rather than the minimum needed for most associate degrees is one of the first steps in the regents' Defining Our Future plan. Also, the credit hours required for a bachelor's degree will drop to 120 credit hours. Although the regents will allow some exceptions to these new standards in order to comply with certain accreditation and licensure requirements, they want all the changes implemented by fall 2006.

> Making 60 credit hours the maximum rather than the minimum needed for most associate degrees is one of the first steps in the regents' Defining Our Future plan.

The regents hope that changing the credit hour requirements will improve completion and graduation rates, as well as save the system and students money by eliminating the need to acquire numerous elective credits. The community colleges and universities of the Board of Regents System also are working together to develop a true general education core curriculum that facilitates articulation and provides students with similar outcomes at every institution.

The regents' focus on academic efficiencies preceded the exceptionally long legislative session that left the state temporarily without funds for nonessential services in mid-2002. Tennessee's community colleges closed for a week, along with most of the rest of the state government, while legislators negotiated a budget. A 1% sales tax that was part of the budget resolution averted a more serious crisis. Before FY2003 was over, however, 5% of all higher education budgets were impounded to help the state balance its budget. The budget proposed for FY2004 cuts all state departments, including higher education but excluding K–12, by 9%.

A lottery, approved by voters in November 2002, is expected to fund college scholarships, but delays in determining scholarship eligibility requirements added to uncertainty about scholarship availability. Community college enrollments have held steady despite a 15% tuition increase in fall 2002.

The Tennessee Board of Regents, which governs Tennessee's 13 community colleges, six of the state's universities, and 37 postsecondary technology centers, continues to search for systemwide efficiencies. The regents point to a maintenance co-op training program at Dyersburg State Community College as an example of the corporate, community, and college collaborations that will be needed as state financial support decreases.

Goodyear Tire & Rubber Company asked Dyersburg State Community College administrators to help improve training for its maintenance workers so they will be better prepared to work on new equipment at its Union City facility. Dyersburg adapted a Goodyear corporate training program into six technical certificates and an associate in applied science degree in manufacturing system technology. Simultaneously, the county industrial development corporation raised $1.5 million to buy, renovate, and equip an abandoned furniture store for the college's new program. Goodyear pays the salaries of the selected employees who attend the college's two-year program as full-time students.

Community Colleges

Number of Colleges	
Public	13
Independent	5
Tribal	0

Credit Enrollment	
Fall 1998	68,315
Fall 2001	77,236
Full-year 2000–2001	110,394
% of population served	2.6%

Student Characteristics		
Gender		
Male		39.1%
Female		60.9%
Attendance status		
Full-time		46.5%
Part-time		53.5%
Race/ethnicity		
African American		17.8%
Asian/Pacific		1.3%
Hispanic		1.1%
Native American		0.4%
% minority		*20.6%*
White		77.6%
Other		1.8%
Age	Part-time	Full-time
17 & younger	5.8%	2.0%
18 to 21	19.7%	57.5%
22 to 29	31.2%	25.3%
30 to 39	23.0%	10.0%
40 & older	20.4%	5.2%

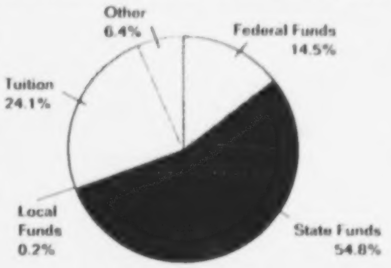
Average Faculty Salary	
Public 2-year	$36,502
Public 4-year	$49,539
Independent 2-year	$24,849
Independent 4-year	$48,019

Full-Time Employees	#	% newly hired
Faculty	1,777	7.2%
Executive/management	192	3.1%
Other administrators	36	0%
Other professionals	946	8.6%
All staff	4,746	7.5%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,441
Public 4-year	$7,661
Median income, family of 4	$54,899
Tuition as a % of family income	
Public 2-year	2.6%
Public 4-year	14.0%

Expenditures	
Total	$323,019,493
Student-related	69.4%
Instructional	*43.1%*
Non-student	30.6%

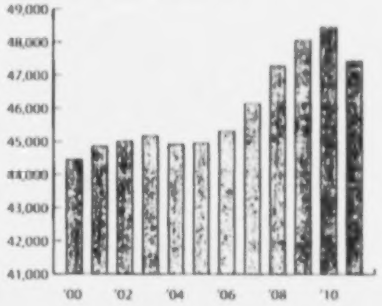
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	16.4%	17.0%
Asian/Pacific	1.0%	1.1%
Hispanic	1.0%	1.2%
Native American	0.2%	0.2%
% minority	*18.6%*	*19.6%*
White	81.4%	80.4%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	79.9%	46
Bachelor's degree	22.0%	41

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	358,331	5
Net international	35,556	28

Rural/Urban Population	
% in metropolitan area	67.6%
% in nonmetropolitan area	32.4%

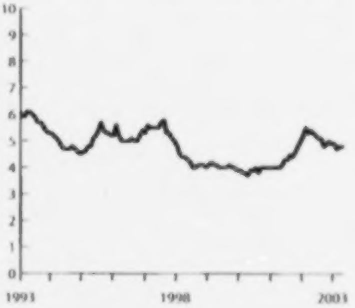
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Occupational therapist assistants	$56,800
Computer specialists, misc	$54,300
Dental hygienists	$50,000
Aerospace engineering techs	$43,300
Avionics techs	$43,000

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	6,600	78%
Paralegals/legal assistants	2,000	56%
Respiratory therapists	2,450	48%
Cardiovascular techs	300	48%
Surgical techs	1,450	44%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers – telephone	300	-43%
Barbers	450	-3%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	872	782
LPNs	355	249
EMTs	58	54
Dental hygienists	47	52
Radiation techs	74	58
Lab techs	120	105
Respiratory techs	44	31

Gross State Product (in billions)	
Amount	$178.4
National rank	19

Change in Number of Businesses 1995–2000	
#	6,062
% change	4.9%

Texas

Texas's community colleges are striving to achieve goals set forth in the Texas Higher Education Coordinating Board's ambitious Closing the Gaps 2015 Plan. In addition to specific enrollment targets, this strategic plan identifies goals for student success and institutional excellence. For instance, administrators at every community and technical college have been told their institutions must receive national recognition for excellence for at least one program or service by 2015.

Enrolling 500,000 more Texans in higher education by 2015 is the centerpiece of the strategic plan. Its various initiatives include enhancing high school curricula to better prepare students for college. The system seems to be on track to meet its intermediate goal of 150,000 more students by 2005. During the 2001–2003 biennium, statewide community college enrollment grew by 65,000 students. Enrollment of Latino students, however, continues to lag.

More than three-quarters of the state's teachers began their college educations at community colleges.

Although this dramatic growth was sought, it is not clear how the state's community college districts—with 120 campuses—will handle the influx as the state reduces its budget because of declining tax revenue. In addition to the community colleges, the public postsecondary system includes the two-year Texas State Technical College System and Lamar State Colleges.

In the middle of FY2003, the state cut the colleges' support by 7%. The budget for the new biennium that begins July 2003 was expected to be 12.5% less than the previous funding cycle. Most college districts reduced their summer courses, raised tuition, and, in some cases, raised local property taxes.

All the community colleges have designated service areas, which together cover the entire state, but 35% of the state's taxable property falls outside community college taxing districts. When students who reside outside a taxing district enroll at community colleges, they pay out-of-district tuition. Although out-of-district tuition is higher than the in-district tuition, it is not enough to make up for the loss of tax support. The Texas Association of Community Colleges wants the legislature to allow local community college boards to pursue annexation of their entire service areas every five years.

Fourteen of the state's public two-year colleges have been approved to deliver alternative teacher certification programs. Rapid population growth keeps Texas public schools searching constantly for qualified teachers. More than three-quarters of the state's teachers began their college educations at community colleges. The new programs are aimed at people who already have bachelor's degrees and who are making a midcareer change to teaching. The community college system also is working with the state's universities on articulation agreements that will make the first two years of postsecondary education fully transferable as an associate in arts in teaching degree. Currently, education majors receive transfer credit for only the 42-hour core curriculum.

The community colleges, too, are looking for additional instructors. They are working with universities to encourage master's and doctoral degree programs that provide paths to community college teaching.

Community Colleges

Number of Colleges

Public	66
Independent	6
Tribal	0

Credit Enrollment

Fall 1998	421,696
Fall 2001	481,581
Full-year 2000–2001	758,356
% of population served	5.1%

Student Characteristics

	Part-time	Full-time
Gender		
Male		43.1%
Female		56.9%
Attendance status		
Full-time		38.0%
Part-time		62.1%
Race/ethnicity		
African American		11.8%
Asian/Pacific		4.1%
Hispanic		27.6%
Native American		0.5%
% minority		*44.0%*
White		52.2%
Other		3.8%
Age	Part-time	Full-time
17 & younger	10.0%	1.7%
18 to 21	26.0%	62.2%
22 to 29	31.1%	23.6%
30 to 39	18.3%	8.1%
40 & older	14.6%	4.3%

Average Faculty Salary

Public 2-year	$41,321
Public 4-year	$51,630
Independent 2-year	$26,217
Independent 4-year	$54,231

Full-Time Employees

	#	% newly hired
Faculty	9,794	10.5%
Executive/management	1,854	3.1%
Other administrators	295	5.1%
Other professionals	3,512	7.7%
All staff	26,417	8.3%

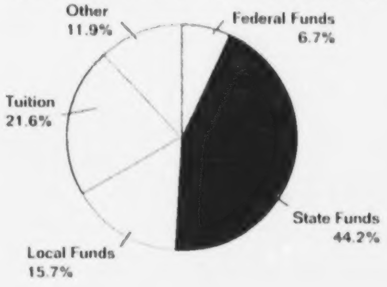
Tuition and Family Income

Average annual tuition (including fees)	
Public 2-year	$931
Public 4-year	$7,634
Median income, family of 4	$53,513
Tuition as a % of family income	
Public 2-year	1.7%
Public 4-year	14.3%

Expenditures

Total	$2,091,473,801
Student-related	70.4%
Instructional	*43%*
Non-student	29.6%

Sources of Revenue for FY 2000/2001

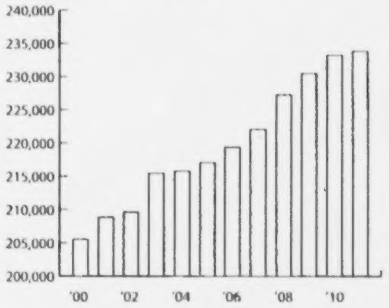


State Demographics

Current and Projected Racial/Ethnic Percentages

	2000	2010
African American	12.0%	12.4%
Asian/Pacific	2.5%	2.9%
Hispanic	29.2%	32.5%
Native American	0.3%	0.3%
% minority	*44.0%*	*48.1%*
White	56.0%	51.9%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older

	%	State rank
High school	79.2%	48
Bachelor's degree	23.9%	30

Migration/Immigration Projections 2000–2010

	#	Rank
Net internal migrants	652,105	2
Net international	400,403	5

Rural/Urban Population

% in metropolitan area	84.8%
% in nonmetropolitan area	15.2%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)

	Median salary
Dental hygienists	$52,100
Ship engineers	$51,000
Radiation therapists	$48,600
Nuclear medicine techs	$45,500
Electrical/electronics repairers, powerhouse, substation, relay	$44,900

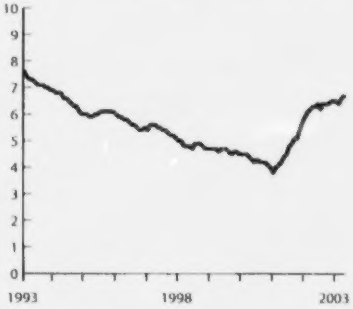
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Computer support specialists	34,250	68%
Surgical techs	3,800	56%
Respiratory therapists	6,050	54%
Cardiovascular techs	1,200	54%
Paralegals/legal assistants	10,800	51%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

	#	%
Station installers, repairers—telephone	4,150	-28%
Electronic home entertainment equip repairers	3,250	-11%
Barbers	3,250	-7%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000

	State	National
RNs	606	782
LPNs	296	249
EMTs	40	54
Dental hygienists	37	52
Radiation techs	45	58
Lab techs	100	105
Respiratory techs	31	31

Gross State Product (in billions)

Amount	$742.3
National rank	3

Change in Number of Businesses 1995–2000

#	33,247
% change	7.6%

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Utah

Traditional-age students continue to drive enrollment growth at Utah's five public community colleges. Two community colleges have experienced double-digit rates of growth, and the entire state is experiencing rapid population growth, particularly among its youth. The strong state financial support that community colleges have enjoyed in recent years, however, faded in FY2002. Ironically, the legislature was more generous than ever when it formulated Utah's higher education budget that year, but before colleges and universities received their money, the governor held back 4% of their appropriations because of a dip in state tax revenues. After the September 11, 2001, terrorist attacks, revenues declined precipitously and a succession of cuts took 9% of the higher education budget. These cuts eliminated all the increases and some base funding. Higher education started out at this lower funding level in FY2003, and another 3.7% was cut during the fiscal year.

The New Century Scholarship program has boosted dual enrollments throughout the state.

Community colleges responded to the funding challenge by raising tuition, freezing salaries, laying off employees, and offering early retirement incentives. The State Board of Regents raised all tuitions 3.5% and allowed institutions to charge students even more. The community colleges' additional tuition increases ranged from 2% to 17%.

The legislature hoped it could make up some of the funding gap for higher education by increasing out-of-state tuition and tightening residency requirements. Students now must accumulate 60 semester hours to qualify for in-state tuition. In the past, students had to take classes for only one year at a Utah public college to pay the lower in-state rate. The result, at least initially, was the opposite of what the legislature intended: Out-of-state enrollment dropped, resulting in less, not more, money.

In 2001, Utah opened a new two-year college that grants associate in applied technology degrees. The state's public universities also grant associate degrees, and two of the five open-enrollment community colleges have upper tiers that grant bachelor's degrees. The new Utah College of Applied Technology focuses exclusively on workforce preparation and, therefore, is not considered a community college by the regents. It unifies 10 postsecondary technical centers previously operated by the state department of education. The board of regents now oversees the college, which is seeking accreditation. As with other higher education institutions in Utah, it is governed by an appointed board of trustees.

The New Century Scholarship program has boosted dual enrollments throughout the state. In 2002, just 40 students received the scholarships, but more are in the process of qualifying for the award. The scholarship provides 75% of tuition for students to complete the upper-level courses of a bachelor's degree. To qualify, a student participating in dual enrollment must have the equivalent of an associate degree by September 1 of the year in which his or her class graduates from high school.

Community Colleges

Number of Colleges	
Public	5
Independent	1
Tribal	0

Credit Enrollment	
Fall 1998	43,927
Fall 2001	55,811
Full-year 2000-2001	79,458
% of population served	5.2%

Student Characteristics		
Gender		
Male		51.9%
Female		48.1%
Attendance status		
Full-time		44.3%
Part-time		55.7%
Race/ethnicity		
African American		0.7%
Asian/Pacific		2.4%
Hispanic		4.1%
Native American		1.3%
% minority		*8.5%*
White		86.2%
Other		5.4%
Age	Part-time	Full-time
17 & younger	19.1%	3.1%
18 to 21	28.0%	55.5%
22 to 29	34.1%	33.0%
30 to 39	10.3%	5.1%
40 & older	8.5%	3.3%

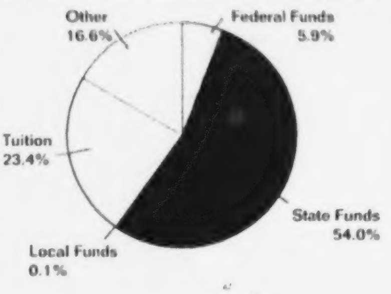
Average Faculty Salary	
Public 2-year	$38,144
Public 4-year	$50,137
Independent 2-year	$41,565
Independent 4-year	$56,598

Full-Time Employees	#	% newly hired
Faculty	966	10%
Executive/management	147	—
Other administrators	59	3.4%
Other professionals	715	5.9%
All staff	2,866	7%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,563
Public 4-year	$6,623
Median income, family of 4	$57,043
Tuition as a % of family income	
Public 2-year	2.7%
Public 4-year	11.6%

Expenditures	
Total	$225,186,034
Student-related	72.7%
Instructional	*40.9%*
Non-student	27.3%

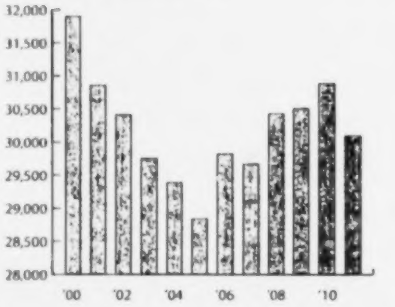
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	0.8%	0.9%
Asian/Pacific	2.7%	3.1%
Hispanic	6.2%	7.3%
Native American	1.5%	1.7%
% minority	*11.2%*	*13.0%*
White	88.8%	87.0%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	90.7%	4
Bachelor's degree	26.4%	18

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	31,064	24
Net international	29,223	32

Rural/Urban Population	
% in metropolitan area	76.2%
% in nonmetropolitan area	23.8%

Workforce

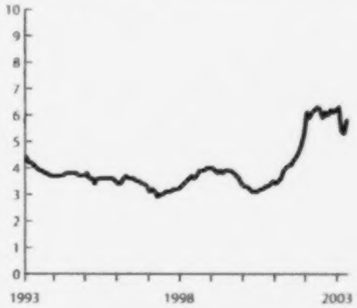
Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Radiation therapists	$60,700
Dental hygienists	$60,300
Geological/petroleum techs	$54,600
Electrical/electronics repairers, powerhouse, substation, relay	$50,100
Telecomm equip installers, repairers, except line installers	$49,700

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	6,000	98%
Paralegals/legal assistants	750	82%
Physical therapy assistants/aides	1,150	61%
Dental hygienists	700	61%
Medical records, health info techs	650	59%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

No information available

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	592	782
LPNs	156	249
EMTs	115	54
Dental hygienists	37	52
Radiation techs	61	58
Lab techs	129	105
Respiratory techs	17	31

Gross State Product (in billions)	
Amount	$68.5
National rank	33

Change in Number of Businesses 1995–2000	
#	9,497
% change	20.7%

Vermont

Managing growing enrollments and developing private funding sources are the key challenges facing the Community College of Vermont (CCV), the state's public two-year college offering certificates and associate degree programs. CCV's enrollment has grown by 10% annually since 2000; it had 8,000 students in fall 2002. Traditional-age students are the fastest-growing segment of the campus population. The college's online courses also are attracting an increasing number of students.

In 2002, the five-college system launched common course numbering and a seamless articulation process that allows earned credits to move automatically with students as they progress from one college to another within the state college system.

CCV's new development office has launched a pilot program in Burlington that connects the president with alumni. In the past, the statewide community college has had no alumni association and few donors. The outreach effort's long-term goals include providing grants and scholarships; funding additional programs to assist immigrants, refugees, and other at-risk students; and increasing faculty professional development opportunities. Eventually, the college would like to raise money to purchase facilities.

Workforce training is the mission of the Vermont Technical College (VTC), historically an agricultural college. VTC grants associate degrees and bachelor of science degrees in several technical fields. It has added a dental hygiene program and offers nurses training at its main campus in Randolph Center and at three other campuses. The practical nursing program at its Thompson-Brattleboro campus opened in 1907 and is recognized as the nation's oldest continuously operating school for practical nurse education.

Both CCV and VTC are part of the Vermont State College System. The system is controlled by a chancellor with oversight from an appointed board of trustees. In 2002, the five-college system launched common course numbering and a seamless articulation process that allows earned credits to move automatically with students as they progress from one college to another within the state college system. CCV's academic advisers also serve Johnson State College students who take upper-division courses taught by the four-year college's instructors at many CCV sites. CCV has facilities within 25 miles of all Vermont residents.

This high level of cooperation among Vermont's colleges contrasts with the low level of support the state gives higher education. Both CCV and VTC depend heavily on tuition to cover operating expenses. CCV's tuition was $138 per credit hour in fall 2002. Because of its financial situation, CCV has no full-time faculty and does not own any property. Its 12 locations, including facilities built to the college's specifications, are rented. All 130 faculty members are hired on a semester-by-semester basis as adjuncts without health benefits. The college does provide pedagogical training to enhance the teaching skills of instructors, who are practitioners in their professional fields with little background in education. One CCV administrator each year participates in the Snelling Leadership Institute's training program, that nurtures leadership among state employees.

Community Colleges

Number of Colleges	
Public	2
Independent	2
Tribal	0

Credit Enrollment	
Fall 1998	5,980
Fall 2001	6,235
Full-year 2000-2001	6,462
% of population served	1.4%

Student Characteristics		
Gender		
Male		38.2%
Female		61.9%
Attendance status		
Full-time		29.0%
Part-time		71.0%
Race/ethnicity		
African American		1.4%
Asian/Pacific		1.2%
Hispanic		1.1%
Native American		0.7%
% minority		*4.4%*
White		93.0%
Other		2.4%
Age	Part-time	Full-time
17 & younger	2.3%	2.5%
18 to 21	18.2%	56.3%
22 to 29	28.2%	24.2%
30 to 39	25.0%	9.7%
40 & older	26.4%	7.2%

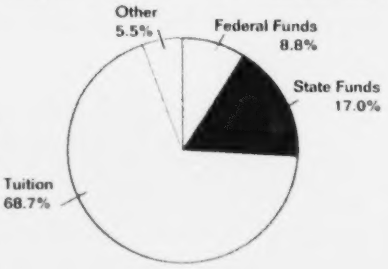
Average Faculty Salary	
Public 2-year	—
Public 4-year	$49,775
Independent 2-year	$24,371
Independent 4-year	$47,587

Full-Time Employees	#	% newly hired
Faculty	179	3.9%
Executive/management	40	0%
Other administrators	153	5.2%
Other professionals	68	13.2%
All staff	609	5.6%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$3,004
Public 4-year	$12,836
Median income, family of 4	$59,125
Tuition as a % of family income	
Public 2-year	5.1%
Public 4-year	21.7%

Expenditures	
Total	$36,783,780
Student-related	71.3%
Instructional	*28.3%*
Non-student	28.7%

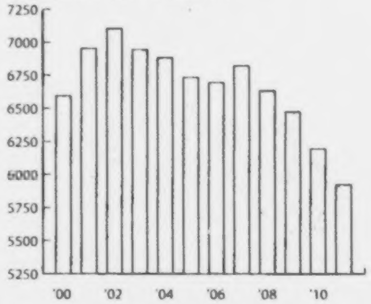
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	0.5%	0.5%
Asian/Pacific	0.9%	1.2%
Hispanic	1.0%	1.3%
Native American	0.3%	0.3%
% minority	*2.6%*	*3.3%*
White	97.4%	96.7%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	90.0%	7
Bachelor's degree	28.8%	10

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	12,945	29
Net international	2,825	48

Rural/Urban Population	
% in metropolitan area	32.7%
% in nonmetropolitan area	67.3%

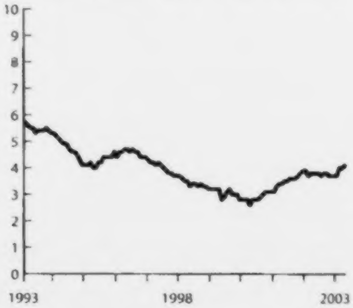
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Telecomm equip installers, repairers, except line installers	$48,000
Nuclear medicine techs	$44,900
Dental hygienists	$44,100
Real estate sales agents	$43,600
Registered nurses	$41,600

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Paralegals/legal assistants	300	58%
Computer support specialists	1,500	53%
Travel agents	350	44%
Dental hygienists	550	43%
Respiratory therapists	150	40%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Electronic home entertainment equip repairers	100	-10%
Court reporters, transcriptionists, stenographers	150	-6%
Psychiatric technicians	400	-3%
Sales agents, real estate	550	-2%
Radio mechanics	50	0%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	957	782
LPNs	269	249
EMTs	49	54
Dental hygienists	90	52
Radiation techs	56	58
Lab techs	103	105
Respiratory techs	20	31

Gross State Product (in billions)	
Amount	$18.4
National rank	49

Change in Number of Businesses 1995–2000	
#	1,022
% change	5.0%

Virginia

The colleges of the Virginia Community College System (VCCS) are becoming more involved in teacher education. In September 2003, the system will launch P–6 teacher-preparation programs as well as programs for education paraprofessionals. The community colleges have worked with all the state's universities to develop the curriculum, which will articulate fully to the senior institutions.

The system also will share a $13.5 million federal grant to develop and retain qualified teachers. The three-year Teacher Quality Enhancement Grant will allow the system to develop a data system for assessing teachers, establish a three-tier licensure system, create incentives for colleges and universities to offer teacher training, and use a mentoring program to recruit and retain teachers for impoverished areas. The U.S. Department of Education grant also funds a pilot program for additional pay and career opportunities for outstanding teachers.

> The three-year Teacher Quality Enhancement Grant will allow the system to develop a data system for assessing teachers, establish a three-tier licensure system, create incentives for colleges and universities to offer teacher training, and use a mentoring program to recruit and retain teachers for impoverished areas.

In November 2002, Virginia voters approved $900 million in bonds to improve higher education facilities, of which community colleges will receive $160 million for renovations and new construction to accommodate the system's growing enrollments. The average age of incoming students has dropped as the community colleges attract more traditional-age students. Enrollments in noncredit and distance learning courses also have increased. More than 40,000 students took a course through the distance learning network during 2001–2002. A new student information system uses a single database for all colleges and allows students to access computer services on any of the system's 40 campuses with their identification numbers.

In FY2003, VCCS's operating funds lost 8%, or $44.6 million, in state general fund support when the state cut every institution of higher education and nearly every state agency. The system responded by eliminating 270 full-time positions, mostly through attrition. It also raised tuition for summer 2002 and again for spring 2003, for a total increase of $15.59 per credit hour. To help offset the new $52.71 per credit hour tuition rate, the general assembly increased financial aid by 10%. For FY2004, VCCS was planning on another $54.1 million, or 10%, cut in state support.

Given the loss of state financial support, external fundraising has become a priority for the system's presidents. The chancellor has asked each president to submit a plan for obtaining more grants and funds from the private sector. Several hospitals are already underwriting nursing programs or providing scholarships, and the system recently received $2.5 million in federal funds to invest in its distance learning network. The chancellor has suggested that eventually 4% of each college's operating budget will come from private sources.

The chancellor, hired by the 15 members of the State Board of Community Colleges, is the chief executive of the VCCS and hires the college presidents. The state board members are appointed by the governor. Local college boards advise the presidents, advise the chancellor on presidential appointments, help manage local funds, and direct the curriculum.

Community Colleges

Number of Colleges	
Public	24
Independent	2
Tribal	0

Credit Enrollment	
Fall 1998	133,869
Fall 2001	148,451
Full-year 2000–2001	229,918
% of population served	4.3%

Student Characteristics		
Gender		
Male		41.6%
Female		58.4%
Attendance status		
Full-time		30.8%
Part-time		69.2%
Race/ethnicity		
African American		19.3%
Asian/Pacific		5.0%
Hispanic		4.0%
Native American		0.8%
% minority		*29.1%*
White		69.4%
Other		1.4%
Age	Part-time	Full-time
17 & younger	9.7%	2.7%
18 to 21	19.8%	59.1%
22 to 29	26.5%	22.5%
30 to 39	22.0%	9.9%
40 & older	22.0%	5.8%

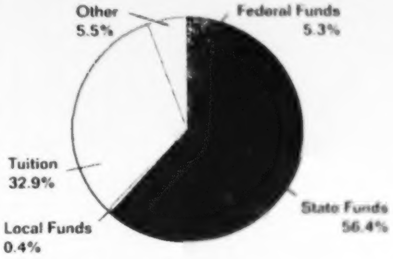
Average Faculty Salary	
Public 2-year	$42,389
Public 4-year	$57,557
Independent 2-year	$30,800
Independent 4-year	$48,725

Full-Time Employees	#	% newly hired
Faculty	2,050	7.8%
Executive/management	504	8.9%
Other administrators	22	0%
Other professionals	874	10.4%
All staff	5,297	9.9%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,132
Public 4-year	$8,744
Median income, family of 4	$68,054
Tuition as a % of family income	
Public 2-year	1.7%
Public 4-year	12.8%

Expenditures	
Total	$493,649,907
Student-related	77%
Instructional	*46.8%*
Non-student	23%

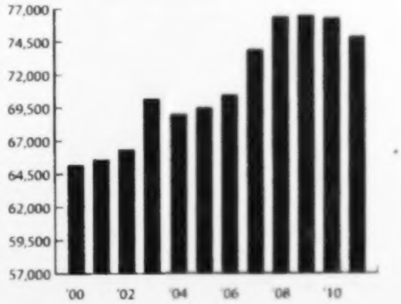
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	19.9%	21.1%
Asian/Pacific	3.7%	4.7%
Hispanic	3.8%	4.9%
Native American	0.2%	0.2%
% minority	*27.7%*	*30.9%*
White	72.3%	69.1%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	86.6%	22
Bachelor's degree	31.9%	5

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	132,528	16
Net international	220,760	8

Rural/Urban Population	
% in metropolitan area	78.1%
% in nonmetropolitan area	21.9%

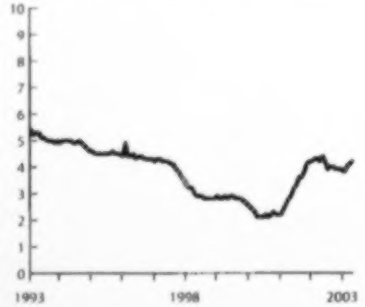
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$58,300
Computer specialists, misc	$57,800
Industrial engineering techs	$51,300
Electrical/electronics repairers, powerhouse, substation, relay	$51,100
Telecomm equip installers, repairers, except line installers	$46,100

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	15,000	139%
Occupational therapy assistants/aides	500	63%
Paralegals/legal assistants	3,650	60%
Physical therapy assistants/aides	1,700	58%
Dental hygienists	3,100	50%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	1,050	-37%
Barbers	400	-16%
Radio mechanics	250	-16%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	711	782
LPNs	263	249
EMTs	25	54
Dental hygienists	45	52
Radiation techs	58	58
Lab techs	98	105
Respiratory techs	26	31

Gross State Product (in billions)	
Amount	$261.4
National rank	13

Change in Number of Businesses 1995–2000	
#	13,204
% change	8.1%

Washington

Washington's technical and community colleges reluctantly passed on more of their costs to students as state appropriations declined. Tuitions increased by 6.2% in 2001–2002 and 12% in 2002–2003. Mixed in with the cuts, the system received a one-time infusion of state money to help cover expenses from increased enrollment and displaced-worker training. Special funding to address the nursing shortage is expected in 2003.

Washington is using a Leadership Academy to prepare people within the ranks of its community and technical colleges for top administrative posts.

With no indication that general state funding will increase significantly soon, discussions about alternative funding strategies are becoming more common. The state's tax structure and numerous ballot initiatives, such as those that increased K–12 teacher pay and limited class size, leave few public funds for higher education to access. New sales tax or local levies are among the suggestions by those who favor dedicated funding streams as potential income sources.

Corporate downsizing has given Washington's colleges an enormous training opportunity. To save money, Boeing, the aircraft construction giant, is outsourcing some of its technician training to the community and technical colleges. The colleges also are working together to create market-oriented economic development plans for other types of workforce training.

Washington's double-digit enrollment growth is being fueled not only by the baby boom echo, displaced workers, and massive immigration, but also by the success of its high school dual-enrollment program known as Running Start. Running Start has grown by about 2.5% per year and now has 8,500 full-time equivalent students statewide, which is equal to one of the system's largest colleges.

The technical and community colleges have established transfer agreements in the sciences modeled on the direct transfer agreements in place since the 1970s for the social sciences and humanities. Now the system is working on specialized areas and encountering the challenge of agreeing on math competencies for kindergarten through university-level courses.

Washington is using a Leadership Academy to prepare people within the ranks of its community and technical colleges for top administrative posts. The academy consists of an intensive one-week residential workshop with quarterly follow-up meetings and a year-long internship. Twenty-two people completed the training during the academy's first two years. In that time, one participant was selected for a college presidency and another became a vice president.

Community Colleges

Number of Colleges	
Public	33
Independent	1
Tribal	1

Credit Enrollment	
Fall 1998	183,588
Fall 2001	184,910
Full-year 2000–2001	329,918
% of population served	7.5%

Student Characteristics		
Gender		
Male		43.1%
Female		56.9%
Attendance status		
Full-time		47.0%
Part-time		53.0%
Race/ethnicity		
African American		4.5%
Asian/Pacific		7.2%
Hispanic		4.9%
Native American		1.9%
% minority		*18.5%*
White		69.9%
Other		11.8%
Age	Part-time	Full-time
17 & younger	6.7%	7.6%
18 to 21	18.4%	47.1%
22 to 29	23.0%	22.7%
30 to 39	23.4%	12.3%
40 & older	28.5%	10.3%

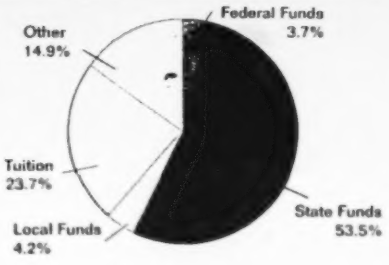
Average Faculty Salary	
Public 2-year	$41,117
Public 4-year	$53,990
Independent 2-year	—
Independent 4-year	$49,294

Full-Time Employees	#	% newly hired
Faculty	3,690	4%
Executive/management	1,439	2.4%
Other administrators	86	3.5%
Other professionals	1,006	2.8%
All staff	10,466	4.2%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,745
Public 4-year	$8,917
Median income, family of 4	$63,568
Tuition as a % of family income	
Public 2-year	2.7%
Public 4-year	14.0%

Expenditures	
Total	$969,768,876
Student-related	81.4%
Instructional	*50%*
Non-student	18.6%

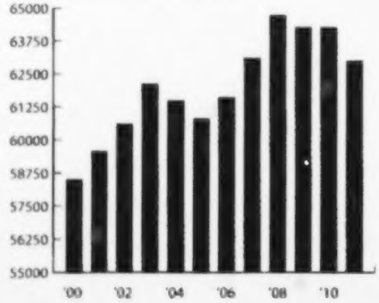
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	3.1%	3.1%
Asian/Pacific	5.8%	7.2%
Hispanic	6.1%	7.8%
Native American	1.6%	1.7%
% minority	*16.7%*	*19.7%*
White	83.3%	80.3%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	91.8%	2
Bachelor's degree	28.6%	12

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	354,308	6
Net international	145,424	11

Rural/Urban Population	
% in metropolitan area	83.1%
% in nonmetropolitan area	16.9%

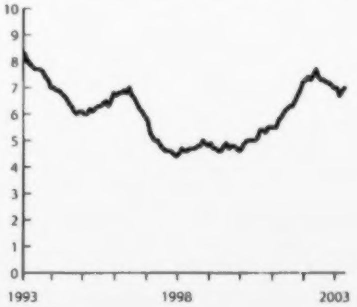
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Dental hygienists	$66,600
Computer specialists, misc	$60,500
Electrical/electronics repairers, powerhouse, substation, relay	$55,600
Aerospace engineering techs	$55,300
Radiation therapists	$53,700

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	16,250	107%
Paralegals/legal assistants	3,050	58%
Respiratory therapists	1,600	57%
Medical records, health info techs	2,550	56%
Physical therapy assistants/aides	1,600	47%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	200	-43%
Electronic home entertainment equip repairers	900	-21%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	738	782
LPNs	174	249
EMTs	39	54
Dental hygienists	61	52
Radiation techs	55	58
Lab techs	106	105
Respiratory techs	27	31

Gross State Product (in billions)	
Amount	$219.9
National rank	14

Change in Number of Businesses 1995–2000	
#	12,093
% change	8.0%

West Virginia

West Virginia's community colleges were exempt from the 3% budget cut imposed on the rest of higher education during FY2003 because they complied with the legislature's request that tuition not be raised. At some institutions, tuition actually decreased to meet long-term affordability goals. In FY2004, West Virginia's community and technical colleges lost 3% of their state appropriation, which was still better than the 10% cut endured by the rest of higher education. In exchange for the smaller cut, community and technical colleges agreed not to increase tuition by more than 4.75%, whereas baccalaureate institutions may increase tuition up to 9.95%. The state budget for FY2004 also does not include $2.5 million for special initiatives previously funded at community and technical colleges.

> West Virginia's Higher Education Policy Commission has an unusual agreement with the Kentucky Community and Technical College System and the Kentucky Virtual University to provide online community college courses to West Virginia students.

West Virginia has three freestanding community colleges, seven components—as the community colleges within universities are known—and two regional campuses of West Virginia University. All of them grant associate degrees and carry out the missions of community colleges. Most of their funding comes from the state, and there are no local property taxes for higher education, although nine of the institutions have their own governing boards.

West Virginia's Higher Education Policy Commission has an unusual agreement with the Kentucky Community and Technical College System (KCTCS) and the Kentucky Virtual University to provide online community college courses to West Virginia students. During the first semester, fall 2002, 176 students enrolled. The agreement allows West Virginia's students to pay $77 per credit hour, which is 20% higher than Kentucky's in-state tuition rate. West Virginia increases its online courses and gains access to a virtual library, while KCTCS recovers some of its distance education investment. Both states view it as a win–win arrangement. Even before the partnership, West Virginia was using distance education cleverly. Four institutions have used a National Science Foundation grant to deliver information technology courses to other colleges.

In the most rural parts of West Virginia, nursing courses are transmitted electronically through the Internet to classroom sites within hospitals where on-site coordinators work with students. Through hospital partnerships, West Virginia is boosting its capacity to train nurses. The hospitals pay the salaries of nurses who provide clinical instruction to community college students 10 months of the year and work their regular jobs at the hospital the other two months.

Educators continue to work toward the goals of the Compact for the Future of West Virginia. The compact and its master plan are updated annually in an effort to align the state's education system for greater economic growth and diversification. State leaders want West Virginia's per capita income to increase to a level that is at or above the national average by 2020. The compact also sets goals for student preparation and costs, postsecondary education participation, economic development, and institutional performance.

Community Colleges

Number of Colleges	
Public	12
Independent	1
Tribal	0

Credit Enrollment	
Fall 1998	18,564
Fall 2001	19,099
Full-year 2000–2001	23,197
% of population served	1.7%

Student Characteristics		
Gender		
Male		42.2%
Female		57.8%
Attendance status		
Full-time		58.9%
Part-time		41.1%
Race/ethnicity		
African American		4.7%
Asian/Pacific		0.5%
Hispanic		0.5%
Native American		0.3%
% minority		*6.0%*
White		91.7%
Other		2.2%
Age	Part-time	Full-time
17 & younger	18.9%	1.6%
18 to 21	15.5%	56.4%
22 to 29	21.9%	27.4%
30 to 39	17.7%	9.2%
40 & older	26.0%	5.3%

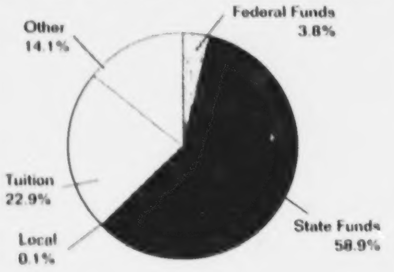
Average Faculty Salary	
Public 2-year	$37,307
Public 4-year	$45,577
Independent 2-year	—
Independent 4-year	$37,386

Full-Time Employees	#	% newly hired
Faculty	1,695	8.1%
Executive/management	405	7.4%
Other administrators	64	0%
Other professionals	481	9.1%
All staff	4,023	6.9%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,667
Public 4-year	$7,287
Median income, family of 4	$46,270
Tuition as a % of family income	
Public 2-year	3.6%
Public 4-year	15.7%

Expenditures	
Total	$119,470,056
Student-related	70.7%
Instructional	*37%*
Non-student	29.3%

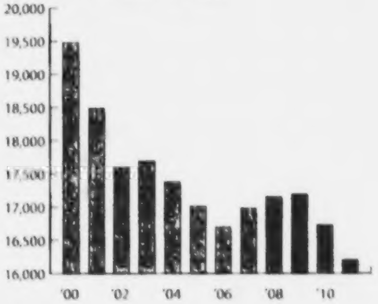
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/ Ethnic Percentages	2000	2010
African American	3.1%	3.2%
Asian/Pacific	0.6%	0.8%
Hispanic	0.7%	0.9%
Native American	0.1%	0.1%
% minority	*4.5%*	*5.0%*
White	95.5%	95.0%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	77.1%	51
Bachelor's degree	15.3%	51

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	28,385	26
Net international	5,058	45

Rural/Urban Population	
% in metropolitan area	42.3%
% in nonmetropolitan area	57.7%

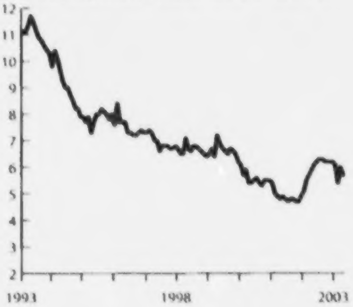
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Electrical/electronics repairers, powerhouse, substation, relay	$50,300
Telecomm equip installers, repairers, except line installers	$49,400
Computer specialists, misc	$47,500
Chemical techs	$45,600
Drafters, all other	$45,100

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	950	82%
Paralegals/legal assistants	900	69%
Data processing equipment repairers	100	68%
Cardiovascular techs	150	50%
Respiratory therapists	600	49%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Station installers, repairers—telephone	450	-47%
Broadcast, sound techs	200	-10%
Electronic home entertainment equip repairers	250	-1%
Medical secretaries	1,350	-1%
Court reporters, transcriptionists, stenographers	900	0%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	858	782
LPNs	353	249
EMTs	86	54
Dental hygienists	40	52
Radiation techs	80	58
Lab techs	108	105
Respiratory techs	39	31

Gross State Product (in billions)	
Amount	$42.3
National rank	40

Change in Number of Businesses 1995–2000	
#	448
% change	1.1%

Wisconsin

Collaborations between the Wisconsin Technical College System and the University of Wisconsin (UW) colleges are becoming more common. In some localities, where technical colleges and UW colleges operate side by side, they share cafeterias, libraries, science labs, or other facilities. Several colleges are jointly offering computer repair and computer graphics courses. These cooperative arrangements are the exception, not the rule, however, as the two systems continue to pursue their specific missions separately. The state's deepening budget deficit could move consolidation of the two-year college systems to legislators' agendas; however, union agreements, faculty issues, and questions about any savings that unification could yield seem likely to impede any move to combine the systems. The Wisconsin Technical College System offers occupational programs with services ranging from adult basic education to associate degrees in technical fields.

> The technical college system hopes to slow the exodus of manufacturing jobs by working with existing industries to help them become more efficient.

It serves more than 400,000 people at 47 campuses. Local property taxes, which in most areas are at the maximum rate permitted, provide half of the colleges' operating funds. Each technical college has its own president and board of trustees, appointed by elected county officials or by school board members, depending on which entity petitioned the state to create the college.

The system's current priorities include boosting health care and manufacturing programs. By working with statewide health care associations and local hospitals, leaders of the technical college system hope to increase nursing graduates from 1,000 per year to 1,400, and allied medical graduates from 2,500 annually to 3,500. The system is shifting funds and using the associations' grants to purchase equipment and attract new faculty.

The technical college system hopes to slow the exodus of manufacturing jobs by working with existing industries to help them become more efficient. It also is working with state economic development agencies to attract new businesses. The system wants an additional $17 million from the state for this task during 2004–2006, but administrators also plan to shift money within the system to support manufacturing initiatives.

UW considers its 13 campuses as one college in its organization. A chancellor oversees the UW colleges, which the university's board of regents govern. Operating funds come from the state, and capital funds come from the county governments that sponsor the campuses. Every campus has its own dean; each discipline has one department covering all the campuses.

All the campuses have added upper-level baccalaureate courses to their traditional offerings of freshman and sophomore liberal arts courses. Three campuses also offer graduate courses. The UW-Fox Valley campus now offers a complete mechanical engineering bachelor's degree program through a partnership with UW-Plattville. Businesses in the industrial northeastern community sought the program to improve their supply of engineers and contributed $500,000 for construction of a new engineering laboratory building.

The UW colleges' enrollments have grown to record levels each year since 1999 thanks to marketing and outreach efforts. Dual admission programs with UW-Madison and guaranteed transfer throughout the UW system for students who meet certain academic criteria have also helped boost enrollment. Financial constraints prompted the colleges to turn away several hundred people who tried to enroll late for fall 2002 classes. Nevertheless, enrollment was a record 8,700 full-time equivalent. Administrators worry that double-digit tuition rate increases expected in 2003 could discourage other potential students.

Community Colleges

Number of Colleges	
Public	17
Independent	0
Tribal	2

Credit Enrollment	
Fall 1998	77,174
Fall 2001	99,632
Full-year 2000-2001	158,317
% of population served	4.0%

Student Characteristics		
Gender		
Male		44.1%
Female		55.9%
Attendance status		
Full-time		34.5%
Part-time		65.5%
Race/ethnicity		
African American		5.7%
Asian/Pacific		1.9%
Hispanic		2.5%
Native American		1.8%
% minority		*11.9%*
White		82.7%
Other		5.4%
Age	Part-time	Full-time
17 & younger	4.5%	1.3%
18 to 21	19.3%	62.2%
22 to 29	28.0%	22.1%
30 to 39	22.3%	8.0%
40 & older	26.0%	6.4%

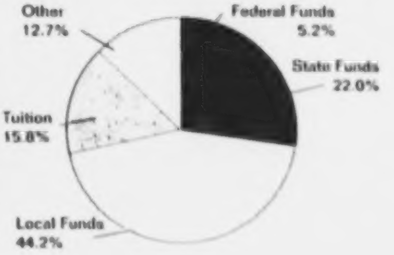
Average Faculty Salary	
Public 2-year	$51,871
Public 4-year	$55,801
Independent 2-year	—
Independent 4-year	$45,953

Full-Time Employees	#	% newly hired
Faculty	3,578	5.2%
Executive/management	767	3%
Other administrators	93	2.2%
Other professionals	840	4.5%
All staff	8,200	4.5%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$2,262
Public 4-year	$7,385
Median income, family of 4	$66,725
Tuition as a % of family income	
Public 2-year	3.4%
Public 4-year	11.1%

Expenditures	
Total	$749,398,397
Student-related	76.9%
Instructional	*58.1%*
Non-student	23.1%

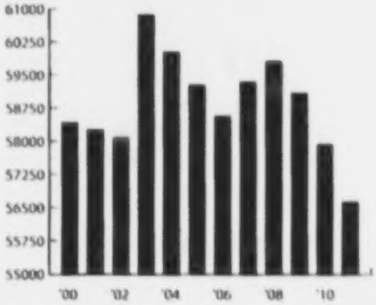
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	6.0%	7.0%
Asian/Pacific	1.8%	2.6%
Hispanic	2.5%	3.1%
Native American	0.8%	0.9%
% minority	*11.2%*	*13.5%*
White	88.8%	86.5%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	86.7%	20
Bachelor's degree	23.8%	32

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	4,223	33
Net international	48,399	21

Rural/Urban Population	
% in metropolitan area	67.9%
% in nonmetropolitan area	32.1%

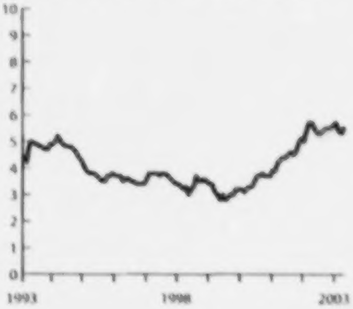
Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Funeral directors	$58,600
Electrical/electronics repairers, powerhouse, substation, relay	$53,100
Dental hygienists	$49,900
Embalmers	$49,600
Chemical techs	$46,500

Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Computer support specialists	8,400	87%
Paralegals/legal assistants	2,250	69%
Medical records, health info techs	2,500	47%
Respiratory therapists	1,450	46%
Cardiovascular techs	300	45%

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)	#	%
Electronic home entertainment equip repairers	350	-21%
Psychiatric technicians	1,450	-4%
Radio mechanics	100	-4%
Station installers, repairers-telephone	900	-1%

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	893	782
LPNs	226	249
EMTs	72	54
Dental hygienists	66	52
Radiation techs	73	58
Lab techs	121	105
Respiratory techs	28	31

Gross State Product (in billions)	
Amount	$173.5
National rank	20

Change in Number of Businesses 1995–2000	
#	7,177
% change	5.4%

Wyoming

With the strong funding base in place, the commission is accelerating workforce development activities and using the Georgia Technical College System's Quick Start program as a model.

The community colleges in Wyoming received an enormous increase in state support. The community colleges' appropriation for the biennium that started July 2002 was $128 million, approximately $34 million more than the previous biennium. Most of the 36% increase in state support was used to raise faculty and staff salaries to the national averages. The increase, particularly unusual during the economic slowdown that most of the rest of the nation experienced those years, can be attributed to a number of factors. First, high energy prices help Wyoming's state budget, because mining and extraction industries dominate the local economy. The funding formula the Wyoming Community College Commission worked on for several years was vetted and in place. Most important, all seven community colleges made a unified appeal to the legislature, although some received a greater share of the increase than others.

The funding allocation model adopted in 1999 compares each college's finances with 11 similar community colleges to establish funding thresholds. It attempts to create financial parity among Wyoming's colleges and their counterparts in other states, and equity within the state. Wyoming's previous formula was based on full-time equivalent enrollment and the square footage of facilities. When Wyoming's economy languished in the 1990s, several of the smaller colleges with poor local tax bases struggled to stay open. The commission did not want to lose any of the colleges, which have dormitories and full complements of collegiate facilities, because they are community resources in the rural state and have the potential to fuel economic development. With the strong funding base in place, the commission is accelerating workforce development activities and using the Georgia Technical College System's Quick Start program as a model.

A new state-level job to promote community college workforce services and identify areas of potential growth has been created. The Wyoming Business Council and the state's Workforce Services Department are sharing the cost of this advocate's salary with the community colleges. The community colleges also are participating in a Wyoming Continuous Quality Improvement Team as it designs ways for the community colleges, universities, and public television station to expand and enhance workforce training. Although the colleges may seek legislative approval for placing workforce personnel at every college, the goal of the new effort is a less bureaucratic, more entrepreneurial connection with developing businesses.

Community Colleges

Number of Colleges	
Public	7
Independent	0
Tribal	0

Credit Enrollment	
Fall 1998	17,603
Fall 2001	17,149
Full-year 2000–2001	26,546
% of population served	7.3%

Student Characteristics		
Gender		
Male		39.2%
Female		60.8%
Attendance status		
Full-time		42.8%
Part-time		57.2%
Race/ethnicity		
African American		0.9%
Asian/Pacific		0.6%
Hispanic		3.7%
Native American		2.4%
% minority		*7.6%*
White		91.3%
Other		1.0%
Age	Part-time	Full-time
17 & younger	16.4%	1.5%
18 to 21	19.6%	60.3%
22 to 29	20.3%	22.3%
30 to 39	16.2%	9.5%
40 & older	27.6%	6.4%

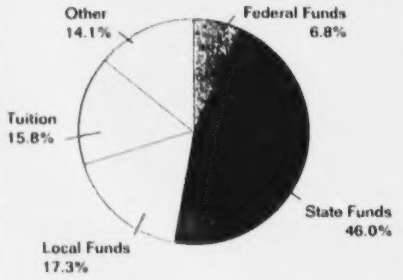
Average Faculty Salary	
Public 2-year	$33,820
Public 4-year	$48,243
Independent 2-year	—
Independent 4-year	—

Full-Time Employees	#	% newly hired
Faculty	503	10.3%
Executive/management	84	—
Other administrators	36	—
Other professionals	178	4.5%
All staff	1,331	8.1%

Tuition and Family Income	
Average annual tuition (including fees)	
Public 2-year	$1,442
Public 4-year	$7,017
Median income, family of 4	$55,859
Tuition as a % of family income	
Public 2-year	2.6%
Public 4-year	12.6%

Expenditures	
Total	$98,107,298
Student-related	69.5%
Instructional	*39.7%*
Non-student	30.5%

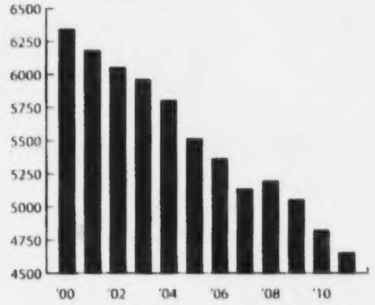
Sources of Revenue for FY 2000/2001



State Demographics

Current and Projected Racial/Ethnic Percentages	2000	2010
African American	0.8%	0.9%
Asian/Pacific	0.9%	1.1%
Hispanic	6.5%	7.9%
Native American	2.2%	2.8%
% minority	*10.5%*	*12.9%*
White	89.5%	87.1%

Projected Number of High School Graduates 2000–2011



Educational Attainment, People 25 and Older	%	State rank
High school	90.0%	8
Bachelor's degree	20.6%	42

Migration/Immigration Projections 2000–2010	#	Rank
Net internal migrants	49,603	21
Net international	1,182	50

Rural/Urban Population	
% in metropolitan area	30.0%
% in nonmetropolitan area	70.0%

Workforce

Highest-Paying Occupations Requiring Some College/Associate Degree (1998–2008)	Median salary
Electrical/electronics repairers, powerhouse, substation, relay	$50,500
Dental hygienists	$50,500
Massage therapists	$48,200
Telecomm equip installers, repairers, except line installers	$46,700
Chemical techs	$42,500

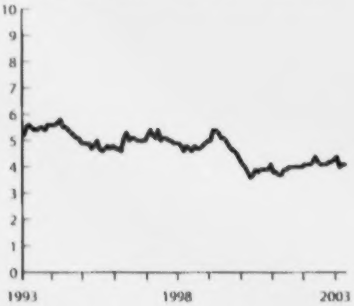
Fastest-Growing Occupations Requiring Some College/Associate Degree (1998–2008)

No information available

Fastest-Declining Occupations Requiring Some College/Associate Degree (1998–2008)

No information available

Unemployment Rate 1993–2003



Number of Allied Health Workers Employed per 100,000	State	National
RNs	779	782
LPNs	183	249
EMTs	65	54
Dental hygienists	54	52
Radiation techs	44	58
Lab techs	65	105
Respiratory techs	33	31

Gross State Product (in billions)	
Amount	$19.3
National rank	48

Change in Number of Businesses 1995–2000	
#	987
% change	5.8%

Pacific Islands

On many Pacific islands, community colleges are the only source of postsecondary education. They provide associate degree courses and career training and host distance education programs that originate in the United States. The colleges, which are public institutions modeled on American community colleges, also perpetuate indigenous cultures with native language classes and cultural centers.

On many Pacific islands, community colleges are the only source of postsecondary education.

The independent nations of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands have their own community colleges. These three independent island nations were once part of the Trust Territory of the Pacific Islands under U.S. rule after World War II. The Northern Mariana Islands, also part of the trust territory, remains a U.S. commonwealth territory that has one community college. Two other community colleges are in Guam and American Samoa, which are unincorporated U.S. territories.

The historic connection between the United States and the Pacific Islands continues to influence policies and practices at the region's community colleges. For many years, citizens of Palau, the Marshall Islands, and Micronesia received Pell grants and other federal financial aid for education. The sunset clause in Title IV of U.S. Student Financial Programs will soon end their eligibility for this assistance and could cause significant changes.

Leaders of Palau Community College are concerned that this loss of direct student assistance—used by almost all its students—coupled with the worldwide economic downturn will force the college to close. For three years, the college has not received any increase in support from Palau's National Congress. Palau Community College had 671 students enrolled in credit courses during spring 2003: 420 full-time and 251 part-time.

In spring 2003, negotiations on a new compact between the Federated States of Micronesia and the United States were focused on immigration issues. The College of Micronesia was indirectly involved in the negotiations. Because the compact is a major issue for the college, administrators emphasized the importance of postsecondary education for capacity and nation-building activities in their communications with negotiators from Micronesia and officials in the U.S. Congress and the education and interior departments.

High birth rates have boosted enrollments at the College of Micronesia's five campuses, but also residents seem to value education more than in the past. Spurred by this interest, the college plans to offer bachelor's degrees in education. The Accrediting Commission for Community and Junior Colleges under the Western Association of Schools and Colleges allows colleges to retain their community college status and offer a single baccalaureate program. Northern Marianas College already offers a bachelor's degree in education.

Northern Marianas College has also been entrepreneurial internationally. Its proposed Pacific Gateway project will promote the college in Japan, Korea, and China. Stricter U.S. visa requirements may actually help the college in Saipan as it adds ESL classes and other educational programs tailored for business executives and nurses. The college would like to have 400 more international students in fall 2004 and 6,000 more over the next decade.

Palau Community College, too, has benefited from international partnerships. The government of Japan has provided a new language lab to the Koror campus and a new building to store musical instruments that it also provided.

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State Data Sources

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